

**IMPROVING STUDENTS' SKILLS IN WRITING PROCEDURE  
TEXTS BY USING PICTURE SERIES FOR THE SEVENTH GRADE  
STUDENTS OF SMP N 3 MERTOYUDAN IN THE ACADEMIC YEAR OF  
2013/2014**

**A Thesis**

**Presented as partial fulfillment of the requirements  
for the attainment of the *Sarjana Pendidikan* Degree  
in the English Language Education**

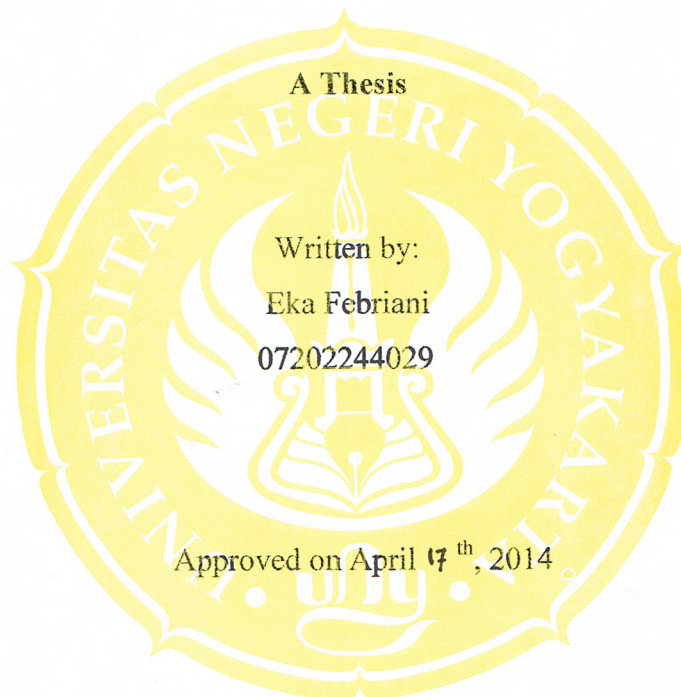


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2014**

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**IMPROVING STUDENTS' SKILLS IN WRITING PROCEDURE  
TEXTS BY USING PICTURE SERIES FOR THE SEVENTH GRADE  
STUDENTS OF SMP N 3 MERTOYUDAN IN THE ACADEMIC YEAR OF  
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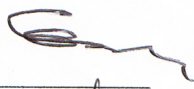
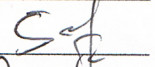
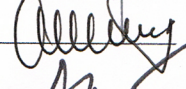

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 17 April 2014

Penulis,



Eka Febriani



## DEDICATIONS

*This thesis is fully dedicated to my beloved parents (Mr. Minto Wibowo and Mrs. Suhartini) for their prayers, supports, and long lasting love.*

## MOTTOS

*Therefore remember me, I will remember you, and be thankful to me, and do not be ungrateful to me.*  
(*Al-Baqarah 152*)

*"Health, happiness and success depend upon the fighting spirit of each person. The big thing is not what happens to us in life - but what we do about what happens to us." (George Allen)*

*"It is hard to fail, but it is worse never to have tried to succeed."*  
(*Theodore Roosevelt*)

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Finally, I realize that this thesis is far from being perfect. Thus, I appreciate any criticism and suggestions for the betterment of this thesis. However, I hope that this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, 17 April 2013

A handwritten signature in black ink, appearing to read 'Eka Febriani', written in a cursive style.

Eka Febriani

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OF SMP N 3 MERTOYUDAN IN THE ACADEMIC YEAR OF 2013/2014**

**By: Eka Febriani  
NIM 07202244029**

**ABSTRACT**

The objective of this reserach was to improve the students' skills in writing procedure texts by using picture series for the seventh grade of SMP N 3 Mertoyudan in the academic year of 2013/2014.

The research was action research. The members of the research consisted of the researcher, the English teacher, and the students of Grade VIIC. The research was carried out in two cycles. The steps involved reconnaissance, planning, action and observation, and reflection. The data of the research were qualitative in nature supported by quantitative data. The qualitative data obtained by observing the teaching and learning process and interviewing the English teacher and the students of VIIC. The qualitative data were in the form of field notes and interview transcripts that were analyzed based on the qualitative data analysis. The pre-test and post-test were conducted to gain the quantitative data. A gain score of pre-test and the post-test was used to analyze the quantitative data that were in the form of students' writing scores.

The findings showed that picture series effectively improved the students' skills in writing procedure texts. The improvements covered: 1) the students consider writing as an easy and interesting lesson, indicated by their enthusiasm to write, 2) students generated and organized their ideas more easily in a good order, 3) and picture series improved the students' skills in writing procedure texts in terms of grammatical, vocabulary, and sentence structure. The researcher found that the students' writing skills were improved. It can be seen from their main scores of pre-test and post-test. There was an improvement between the pre-test mean (9.13) and the post-test mean (14.09). The gain score of the means was (4.96), it can be concluded that the use of picture series could improve the students' writing skills of procedure texts.

## **CHAPTER I INTRODUCTION**

This section discusses background of the research, identification of the problems, delimitation of the problem, formulation of the problem, objectives of the research, and significance of the research.

### **A. Background of the Research**

English is widely used for many people around the world to communicate with each other. English has a big contribution in accomodating many people to enrich their knowledge and skills in various fields, such as education, tourism, religion, technology, and global economy. By those reasons, Indonesia, as a developing country, determined English as the first foreign language and put it as one of the compulsory subjects in the formal school from the junior high school to university levels.

In support of the above statement, Huda ( 1999 ) states that the teaching of English in primary and secondary level is intended to be a preparation for further education. The teaching of English at Junior High School in Indonesia is aimed to develop students' communicative competence in speaking and writing to achieve the functional level ( *Departemen Pendidikan Nasional*, 2006 ). In other words, throughout the communicative competence, the students are expected to be able to communicate with other people and to express their ideas in writing using English.

In order to get the communicative competence, the students need to learn four language skills namely listening, reading, speaking and writing. Those four



language skills play an important role for students in learning foreign language. From all the language skills, writing seems to be less considered by students as it is a very complicated language skill which requires high ability to express ideas, thoughts, feeling and the like to produce good written text. This idea is also supported by Richard and Renandya (2002:303) who state that writing is the most difficult skill for foreign language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Therefore, learning how to write well as early as possible is very important for the students to achieve better understanding and to practice it along their academic life.

Thus, one of the scopes of the study of English in junior high schools is to understand and to create various short functional texts and monologues as well as essays in the form of descriptive, recount, narrative, procedure, and report (Depdiknas: 2006). In terms of writing skill, the students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others. In other words, when the students reach the *functional* level, they can fulfill their needs like writing the letters, using the procedure texts well, and describing something.

Some of the junior high school students, however, have not reached the *functional* level well. They still have difficulties in the writing lesson. When the English teacher asked them to write a procedure text, only few of them understood the procedure text. The result of their assignment of procedure text is not

satisfactory. Some of them still have difficulties in using correct grammar. They also had low vocabulary mastery. According to the English teacher, they did not actively joined the teaching and learning process. It can be concluded that the students still have low ability in writing procedure texts.

A procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps. Here, the procedure text is not only a text learned at school but also the one found in the daily life. Students can find procedure texts in game rules, cooking recipes, using atm machines. Those are examples of the authentic texts of procedure texts that students can find in the daily life. It is helpful for the students in learning procedure writing.

The students of Grade VII C at SMP N 3 Mertoyudan, Mungkid, Magelang also experienced the same thing in which they considered writing the most difficult skill to learn. It could be seen from the result of their writing. The major problem that students faced was to get ideas and generate it. Moreover, they also made many grammatical mistakes. They did not use imperative verb in the beginning of the sentence. Some of them still using Indonesian word in their writing. It is due to they had low vocabulary mastery. Those problem arose might be because of teaching method, the materials, the technique, the media or the combination of them. In order to gain students' actively participated in class activities, teachers must be communicative and creative.

Based on the students' problems above, a way that makes the students interested in writing has to be developed. One way that can help the students

appreciate and be more interested in writing is providing suitable writing materials and learning media.

Considering that writing proficiency is highly needed, and the fact that the students' writing ability is still low, the researcher proposes several ways to increase students' writing proficiency. One of the ways in increasing the students' writing skills especially in writing procedure texts is using pictures. Pictures are recognized way of representing real situations and they can be serve as visual aids. In the classroom, pictures can help the students to associate their imagination with their real life experience. In this case, the writer intended to choose picture series because it can help the students to organize the generic structures of text namely goal, sequence of actions in good chronological order. Moreover, it can also encourage the students' participation and interest in teaching and learning activities.

## **B. Identification of the Problem**

The problems of teaching writing skills were identified through interviewing the English teacher and the VII C grade students at SMP N 3 Mertoyudan and observing their activities during the English writing lesson. Based on the observation, there were some problems that the researcher found in the English teaching-learning process at class VII C of SMP N 3 Mertoyudan. The problems found in writing skill are related to the students, technique, materials and media.

The first problem is related to the students. Most students had less motivation in learning English. They assumed that the English lesson is difficult

to learn. It can be seen when they are unmotivated in joining teaching and learning process. They tended to be busy with their activities such as chatting with their friends, drawing, and doing another lesson. As a result, when the teacher asked them to do some activities, most of them did not the task well. Some of them still have difficulties and have low understanding in writing a procedure text especially in generating ideas and using correct grammatical structure. Moreover, some of the students used Indonesian words in the sentences. It seems because they also lacked of English vocabulary so they did not know the meaning of English words and sentences. When they were asked to write a text, they were confused and got stuck because they did not know the word. It can be concluded that the students still have difficulty in writing.

Another problem is related to the teaching technique that teacher used in teaching and learning process. Teaching writing in SMP N 3 Mertoyudan is mostly dominated with doing tasks in text book or LKS. Therefore, the students feel bored to get involved in teaching and learning activities. There was no creativity in delivering the lesson that can make the students interested in joining the teaching and learning process. Here, the teacher is expected to be creative in delivering the lessons, so that the students are interested and participated in the English teaching and learning process of writing. Besides, teacher did not give clear guidance when the students get stuck in finding and generating ideas. Consequently, it gave impact on the poor writing teaching-learning process and contributed to the students' low motivation and interest in the writing learning process.

Moreover, the materials become next problem in SMP N 3 Mertoyudan. The materials were one of important parts in the teaching and learning process. The teacher had to provide authentic, interesting, and appropriate materials to teach students' writing. In fact, the teacher mostly used text book or LKS in delivering materials. She did not provide enough interesting and interactive materials to gain students' involvement in the teaching and learning process. She only asked students to do some exercises in the text book or LKS. Thus, the students were not interested to get involved in the teaching and learning process.

The last problem is related to the media. Media are one of factors that can determine the success of the teaching and learning process. Media also help teachers to convey a message in a certain form, and the choice of that form may be determine how message received by the learners. The use of media could improve the students' interest in learning English. In reality, the teacher rarely used media which can help students to gain their interest when she delivered the materials. She mostly used LKS or students' worksheet. Therefore, the students often got bored during the teaching and learning process.

### **C. Delimitation of the Problem**

Based on the identification of the problems above, there are some factors that influence the students' writing skills. The low students' interest and skills, the use of media in the teaching and learning process, and also the monotonous materials become the problems that made the students writing were not satisfactory.

It is impossible for the researcher to solve all the problems related to the factors. Therefore, she limits the problems related to students' writing skills. Due to the limitation of time, energy, money, and facilities, she will overcome some problems. She limits the study by only focusing on the teaching and learning process in writing procedure texts. It means that she intends to improve the students' skills in writing procedure texts through picture series. Picture series as media can be useful to give guidance for students in stimulating and generating students' ideas to write more. Besides, pictures can improve students' interest to get involved in teaching and learning process.

#### **D. Formulation of the Problem**

Based on the delimitation of the problem above, the problem of this study can be formulated as follows: How can picture series be used to improve students' skills in writing procedure texts for the seventh grade of SMP N 3 Mertoyudan in the academic year 2013/2014?

#### **E. Objectives of the Research**

In accordance with the problem formulated above, the objective of the research is to improve students' skills in writing procedure texts for the seventh grade of SMP N 3 Mertoyudan in the academic year 2013/2014.

#### **F. Significance of the Research**

There are some expected benefits to achieve from this research. The result of this research is expected to give contributions. Considering all the explanation above, the following are the significance of the research:

1. For the seventh grade students of SMP N 3 Mertoyudan

The findings of this research are expected to become a source of information about the way to improve students' writing skill through picture series. The use of picture series can stimulate students' idea and develop it in good organization.

2. For the English teachers of SMP N 3 Mertoyudan

The findings of this research are expected to become a source of information about the way to improve the quality of teaching writing to the students using interesting media.

3. For the future researchers

This study can be a source to conduct further research relevant to the problem in different kind of texts.

4. The researcher herself

This study is expected to increase her awareness of using media such as picture series to improve the students' writing skills in teaching and learning process.



## **CHAPTER II LITERATURE REVIEW**

This section discusses literature review consists of some relevant theories namely English language and teaching, teaching and learning writing, teaching and to Junior High School, texts type in English and procedure in teaching writing are presented. The discussion of each part is presented below.

### **A. Literature Review**

#### **1. English Language Teaching and Learning**

English language teaching (ELT) has recently shifted to a concern with developing discourse skills. The aim of ELT is now seen as enabling learners to develop the knowledge and skills which will allow them to engage with whole text appropriate to social contexts.

The teaching of English has gone through many phases over the years, with various methods being acknowledged as the solution to improve literacy levels. Hence, Artsiyanti (2002) states that in Indonesia, the quality of English teaching at schools is not really good. The statement proved that so many English school institutions in Indonesia offer kinds of skills that are aimed to improve the student's skills in English learning. It can be concluded that the methods of the English teaching at schools are unsatisfied for the students. Some schools still use ineffective methods in the English teaching process. The English teaching is only based on the textbook or the students' worksheet.

It is not effective for improving the students' skills. It limits the students' creativity in learning English. Therefore, it will be better if the methods and the

media used in the English teaching process more varied in order to make effective the process of the English teaching-learning in class.

The Government Regulation No. 19/2005, about National Education Standard, Article 5 states that the Standard of Content includes the material in the competency level to reach the graduate competency in a certain type and level of the education. Furthermore, there is also Standard of Graduate Competency. It is a qualification of ability of graduates including the attitude, knowledge and skills. The *Standar Kelulusan* (SKL) is declared by *Kepmendiknas* No. 23/2006 which is further stipulated by the Government Regulation (PP) No. 19/2005 in part 5 (Article 25 – 27). The Standard of Graduate Competency includes the regulation of standard of graduate competency in every level of education, for example: basic education, secondary education, and higher education. For the general secondary education, the standard of graduate competency is aimed to develop the intelligences, knowledge, personalities, lofty moral, and skills to be autonomous and at joining the advanced education.

In Government Regulation No. 19/2005, Article 26, the competency is emphasized on the reading and writing skills which appropriate with the level of education. Further, the standard of competency is used as the orientation in deciding the learners' passing from an educational unit. It consists of the competency for all of the courses or all of the course categories.

The definition of Standard of Graduate Competency above describes that the students' graduation is influenced by three factors: the attitude, knowledge and skills. Those factors are used as a main course to identify whether the students

have fulfilled the standard of graduate competency or not. Therefore, the Standard of Graduate Competency is needed in the students' graduation.

In the Standard of Competency and Basic Competency of Curriculum 2006, it is stated that the learning of English should be developed equally for both oral and written communication. The curriculum also states that the major aim of the English lesson for junior high schools students is to make them have certain abilities to:

1. Develop the communicative competence both written and oral to achieve the functional-literacy degree.
2. Have senses about the importance of English to increase the nation competitive ability in global society.
3. Develop the understanding about the relationship between language and culture.

The aims of the description of the English lesson above are the steps to create the students' ability of the English teaching-learning process. It is expected that the students of junior high schools are able to enrich their knowledge and improve their skills in the English learning.

## **2. Teaching and Learning Writing**

### **1) The Nature of Writing**

In studying English as a foreign language, writing is one of the productive language skills. It is like speaking. The difference between writing and speaking mainly lies on the product. In speaking, the product is a spoken text may be in the form of monologue or dialogue. On the other hand, in writing, the main product is

a written text. Spratt, Pulvernes, Williams (2005:26) states that writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences. This definition shows that writing is conveying a message through a written text. In other words, writing is a communication between a writer and a reader with the use of printed symbols.

As the main function of writing is for communication (Langan, 2005:14), one as a writer should be able to make their readers understand the message they conveys. Thus, to express ideas, thoughts and the feelings clearly and effectively, the understanding of the graphic system is not enough. The writer requires knowledge of grammar and the art of using rhetoric such as arranging words, phrases, sentences, and paragraphs to produce a good written text. In writing, the writer must also master the rules of vocabulary, spelling, grammar, morphology and syntax. Therefore, many learners think that writing is a difficult.

In support of the above statement, Richard and Renandya (2002:303) state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. Therefore, the learners have to practice their writing as many as possible in order to produce a good written text.

The learners need some processes to produce a good written text. Brown (2000:335) states the process of composing written text as the result of thinking, drafting, and revising that required specialized skills. Firstly, students have to think

of the topic or theme that they are going to write. Next, they can generate the ideas by making a draft for their writing and finally students can organize and make the revision for the final product.

## **2) Aspects of Writing**

According to Spratt, Pulverness and Williams (2005:26), writing involves two subskills, i.e. accuracy and having a message. Accuracy means using correct forms of language. Writing accurately also involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly.

In short, writing is not only about accuracy, but also having a message and communicating it to other people successfully. To deal with this, students need to have ideas, organize them well and express them in an appropriate style. In addition, a good writing conveys a meaning to the readers. It is like a bridge that communicates message to others.

Meanwhile, Brown (2001:357) states that there are many constituent parts that should be considered by students in writing. There are at least six aspects of writing:

1. Content : related to the ideas, the development of ideas through personal experience, illustration, facts and opinions.
2. Organization; deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing.

3. Discourse; consist of topic sentences, paragraph unity transitions and structure.
4. Syntax; related to the sentence structure or word order.
5. Vocabulary; refers to the word choice or diction in writing.
6. Mechanics; contain spelling, punctuation, effectiveness, and appearance.

In short, writing comprises five important elements namely content, organization, vocabulary, language use, and mechanics. However, they can be simplified into three aspects namely ideas, grammatical features, and organization.

From the statements above, we can conclude that students can improve their writing skill by having good understanding those aspects. Because those aspects are the prior knowledge for beginning to write.

### **3) Micro-skills and Macro skills of writing**

The learners have to be familiar with the micro and macro writing skills in order that they can gain high writing ability. Brown (2001:399) identifies the micro and macro skills as follow:

1. Producing graphemes and orthographic patterns of English
2. Producing writing at efficient rate of speed to suit the purposes
3. Producing an acceptable core of words and use appropriate word order patterns.
4. Using appropriate grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
5. Expressing a particular meaning in different grammatical forms

#### **Besides, the macro-skills include:**

1. Using the rhetorical forms and conventions of written discourse.
2. Accomplishing the communicative functions of written texts according to form and purpose.

3. Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Distinguishing between literal and implied meanings when writing.
5. Correctly conveying culturally specific references in the context of the written text.
6. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

By mastering micro-and macro-skills of writing above, it will help the students to gain the success in their writing. Those skills are the basic skill that should be mastered by the writer (students) in order to get better result for their writing product.

#### **4) Process of Writing**

In producing a good written text, a writer has to exceed several stages. Those stages can be referred to the process of writing. Harmer (2004:4) states the writing process involves four stages: First, the writer plans what they are going to write. Second, the writer organizes and develops a sustained piece of writing. Third, the writer reads and reflects what he wrote, seeing problem with initial thoughts and refining them into more complete thoughts. Fourth, the writer produces a finished version of his work.

Oshima and Hogue (1999:3-12) divide the writing process into three stages: pre-writing, planning or outlining, and writing and revising. Pre-writing is a series of strategies designed to choose a topic and generate ideas. Planning or outlining is a series strategies designed to make sub lists, write the topic sentence, and outline. Writing and revising drafts are a series strategies designed to write the



first rough draft, revise content and organization, proofread the second draft, and write the final copy.

Meanwhile, Sprat, Pulverness, and Williams (2005:27) state that the writing process consists of seven stages: brainstorming, making notes, planning, draft, editing, producing another draft, and proof reading. Brainstorming is a series of strategies designed to think of everything about topic. Planning is a series of strategies designed to organize ideas. Drafting is a series of strategies designed to write a piece of writing that it is not yet finished. Editing is a series of strategies designing to correct and improve the text, while proof-reading is a series of strategies designed to check for mistakes in accuracy.

Futher, Banchard and Root (2003) simplify the writing process into three steps, namely pre-writing, writing and revising. In pre-writing, learners are guided to think about the topic and to organize ideas. In this proses, learners may conduct brainstroming, clustering and deciding what topic to be written. In the second stage, learners are asked to make first draft based on the selection topic. In the last stage, learners are driven to improve their writing ability by revising their first draft made.

In reality, the writing process is more complex than stages above, of course, and the various stages of planning, brainstorming, drafting, reviewing, re-drafting and writing are done in a recursive way: it means that writers plan, draft, and edit but then often re-plan, re-draft and re-edit into a final version of the text.

## **5) Teaching writing**

The effective learning of a foreign language depends on how teachers can help their learners to successfully memorize and retain the language material. Because writing is one of the difficult skills for language learners to master, teachers must be able to develop techniques to teach writing, so that learning to write more efficient and effective.

This sub chapter will present some theories related to teaching writing: techniques in teaching writing, the teacher's roles in teaching writing, and approaches in teaching writing.

### **a. The Techniques of Teaching Writing**

According to Brown (2007:399-402), there are five major categories of technique of teaching writing. Those four categories are as follows:

#### **1. Imitative or Writing Down**

In the beginning level of learning to write, students will write the simple circumstances, such as: English letters, words, or writing sentences if it enables to do this thing. Some steps are needed to notice bearing on this kind. They are: 1) teacher reads a short paragraph once or twice at normal speed; 2) teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause; 3) during the pause, students write exactly what they hear; 4) teacher then reads the whole paragraph once more at normal speed so students can check their writing; 5) scoring of students' written work can utilize a number of rubrics for assigning points. The evaluation can pay attention on spelling, punctuation and grammatical.

## **2. Intensive or controlled**

This writing level is higher than imitative writing. The process of intensive writing can be carried out into two ways, that is, controlled writing and guided writing. A controlled writing is conducted to know to what extent the students' competence about field, topic or theme that is given by their teacher.

Some activities of controlled writing in the writing instruction are : 1) write sentences or dialogue style that is read by teacher; 2) after a given structure on paragraph that given by teacher, e.g. students may asked to alter or change all present tenses into past tenses; 3) answer sequences of reading questions into written form.

While guided writing is carried out by giving guidance towards students, so they can create or produce writing. In the guided writing, students are given freedom to write with their own words. Teaching of guided writing can be realized in the activities such as: 1) teacher plays a videotape and students may be asked to retell by answering questions supplied by teacher; 2) summarize reading (texts) that have been read; 3) write a letter, message, invitation where teacher will give guidance 4) write a paragraph based on the sequences of pictures; 5) continue a story where the story is not complete on the last part; 6) write the simple dialogue by using functional structures and expression; 7) complete a simple dialogue where the dialogue has blank part(two lines or more) that supplied intentionally by teacher.

### **3. Self-writing**

This writing level will give students' opportunity to pour all ideas or notions into texts. The activity of this writing may be devoted to self-writing or writing with only the self in mind as an audience. Students are free to determine topics or theme what they will write.

Diary or journal writing is included into this level. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings and reactions and which a teacher reads and responds to, has two participants (reader and writer).

### **4. Display Writing**

For an academic purpose, a whole array of display writing techniques is one of the academic skills that students need to master. The activities of writing fall into display writing are short answer exercises in writing, essay writing, and research reports, etc.

### **5. Real writing**

Real writing is the last level of writing. This level can be divided into three subcategories, such as: 1) writing is concerned with the academic purpose; 2) writing is dealt with vocation or occupation; and 3) writing is based on personal affair, e.g. diaries, letters, post cards, notes, personal messages, etc.

#### **b. The Roles of Teacher in Teaching Writing**

Teacher have to always responsible for playing appropriate roles in teaching. In teaching writing, there are some roles of the teachers that are important.

Harmer (2007:330-331) says that when the teacher asks students to write, they play three roles ,i.e. a motivator, a resource, and a feedback provider.

### **1. Motivator**

When the teacher gives a writing task, she/he has to motivate the students to do the task. She/he also has to create the right conditions for the students to generate ideas and persuade them of the usefulness of the activity.

### **2. Resource**

The teacher has to be ready to supply information and language when it is necessary. He/she needs to offer advice and suggestions in a constructive and tactful way.

### **3. Feedback Provider**

The teacher has to respond positively and encouragingly to the content of students' writing. In addition, he/she needs to offer corrections and suggestions based on the students' need at a particular level and on the tasks that they have understood.

Based on the theories about the teacher's roles, a teacher has to control everything that occurs in the classroom. He/she is a facilitator and motivator for the students. He/she is a resource where the students can get all the information they need. When they make mistakes or errors, he/she has to be ready to give feedback for their writing.

Based on the theories about the teachers' roles, teachers control everything that occurs in the classroom. They are a facilitator and motivator for students. They are also a resource where the students can get all the information they need.

When they make mistakes and errors, they have to be ready to give feedback. Further, the most important thing is he/she needs to decide what technique should be applied in a certain condition. The technique which is chosen, it should to create enthusiasm and effective teaching learning.

### **c. Approaches to Teach Writing**

There are a number of different approaches to the practice of writing skills both in and outside the classroom: product and process approaches (Harmer 2007: 325). The product oriented approach mostly concerned with the final product. The students do not learn how to write well. A process approach is a teaching method focusing on the variety of the learning process.

In most schools in Indonesia the traditional approaches are still used in the writing teaching and learning processes. However, writing Traditional approaches to the teaching of writing focus on the product. This approach does not focus on what students do when writing. So they do not study the how to write well. A product is in terms of essay, stories, and research reports.

Brown (2001:336) states that process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its “release”) to give students a chance to think as they write. According to Shih in Brown (2001: 335), process approaches do most the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student writers to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students to write and rewrite;
- e. Place central importance on the process of revision;

- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition.

According to those above definitions the process approach to teaching writing should be a process including several stages. They are planning or prewriting, drafting, seeking feedback from peers or the instructor, revising and editing. A process approach aims to get the heart of the various skills that most writers employ and which are, therefore, worth replacing when writing in a foreign language. In simplest form, a process approach asks students to consider the procedure of putting together a good piece of work (Harmer, 2007: 326).

Of the two approaches above, they can be known weaknesses and advantages. In the traditional approach, teachers give the topic to students and told them to do it with the time allowed. After that, the teacher collects students' work to be evaluated. With this approach, many students who cannot produce good writing because they do not know how to express ideas well into the writing. In this condition, the students do not learn how to write so that they are faced with the difficult task they had to do without getting an explanation on how to overcome their difficulties. Therefore, the creative writing process approach is important in developing students' writing skills.

The current emphasis on process writing must of course be seen in the perspective of a balance between process and product. The process approach is important, but we should not forget the product because without the final product,

we will give pay attention in the revision activity. Soloik (2003) in Nunan (2005) states that writing is combination of process and product. The process refers to the act of gathering ideas and organizing them into readable text.

In conclusion, to be able to write well, students have to practice a lot. Practicing to reach the next level of writing, teachers should provide them writing exercises with sufficient time. It does not matter how many steps they should pass, practicing a lot can make them advanced writers.

### **3. Teaching Writing in Junior High School**

#### **1) The characteristic of The First Year Students of Junior High School**

Understanding the students' characteristics is important for the teacher because it is the key in the success of learning any subjects. The students' characteristics influence the teaching and learning process. So, the relationship between the teacher and the students in the teaching and learning process in class is very strong. Before the teacher handles the teaching and learning process, the teacher has to know the students' characteristics, their habit in school or daily life and their ability in academic field. They are needed for the teacher to know the development of the students' ability.

The characteristics of the students of Junior High Schools. The first year students of Junior High School, who are 10-15 years old, are defined in This We Believe (National Middle School Association, 2003) as young adolescents. They need educational programs that are designed specifically for their age group because of their uniqueness in terms of intellectual, social, emotional and physical development. The phenomenal growth that is occurring at this time of their lives



presents unique challenges for educators. Also, this is a time of life when young people are forming values and making decisions that will impact them for the rest of their lives. This is a most impressionable age, which places additional responsibility on middle grades educators.

In addition to remembering the characteristics of young adolescents, teacher should also consider the best practices for teaching. These practices need to be linked to developmental characteristics in order to design the most effective instruction and optimize learning for young adolescents ( *Caught In The Middle*, 1987).

1. Enjoys both intellectual and manipulative activities
2. Prefers active involvement in learning
3. Motivated to learn when the lessons are related to immediate goals and interests
4. Argue to clarify own thinking and to convince others.
5. Possesses a vivid imagination
6. Exhibits independent, critical thinking
7. Forgets easily because his/her is so preoccupied with other issues.
8. Sees relationships among similar concepts, ideas, and experiences and makes inferences
9. Seeks to find casual and correlative relationships
10. Begins to understand abstract ideas ( but research indicates taht many remain in concrete operation stages )
11. Makes personal- social concerns a priority over academic matters.

12. Likes to discuss experiences with adults
13. Show intense curiosity about the world and him/herself
14. Forms long-lasting attitudes about learning
15. Begins thinking about own thinking ( metacognition )

Moreover, Richard (2001:174) proposes the description of writing performance level. In this case, junior high school students are categorized an intermediate level. They are limited writers. It is rather difficult for them to follow their teacher. The development of their arguments may be incomplete or unclear, and the information they make in the text is not arranged coherently.

In terms of accuracy, junior high school students have limited grasp of lexical, grammatical, and relational patterns, and use of cohesive devices. They have some weaknesses in punctuation and spelling. In terms of fluency, they make simple texts. Their writings show little development. They also use simple structure and vocabulary.

In terms of appropriateness, junior high school students use language that is generally appropriate to the function, the text type, and the communicative goal. However, the range of text types that they master is still limited. Lastly, in terms of intelligibility, when they write, they can convey basic meaning although with some difficulties.

Meanwhile, Dorn and Soffos (2001) say that in the teaching writing to young learners, teachers have to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work. Teacher must be creative to prepare materials that feature real-life situations

and authentic language in teaching. Teachers also must be conscious of the types of practice; they are mechanical, meaningful, and communicative.

## **2) Strategies to Teach Writing in Junior High School**

In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics.

To improve the creativity in the English teaching and learning process of writing, Feez and Joyce (1998:123) stated that there are some strategies in writing:

- a. Using a model
- b. Writing down words spelled aloud
- c. Using appropriate sentence structure to represent intended meaning
- d. Seeking assistance from others
- e. Approximating the spelling of unfamiliar words
- f. Using a range of spelling strategies ( including visual memory, word patterns, morphemic knowledge, phonic knowledge, mnemonics, fluent and fast script )
- g. Using dictionaries to check spelling
- h. Using a fluent and consistent script
- i. Accurately copying written language

Those strategies above can be applied by the teacher as a step in delivering the writing lesson with considering the students' characteristic.

### **3) SK and KD (Standard of Competence and Basic Competency)**

Based on the Standard of Competence and Basic Competency of SMP, in Indonesia, junior high school students are classified as a functional level in which they are expected to be able to communicate in spoken and written communication to solve problem where the students belong to. The students are expected to be able to communicate in English on a certain level of literacy.

Literacy levels include performative, functional and informational and epistemic. At the functional level, students are able to use language to meet the needs of daily living as reading newspapers, manuals or instructions. (Wells in Depdiknas, 2006:402). Based on Depdiknas 2006, the scope of English subjects in SMP/MTS include:

- a) Discourse Skills, the ability to understand and/or produce oral texts and/or writing realized in four languages skills, namely listening, speaking, reading and writing in an integrated way to achieve the level of functional literacy.
- b) Ability to understand and create a variety of short functional text and monologue and essay from procedure, descriptive, recount, narrative, and report. Gradient appears in the use of instructional materials vocabulary, grammar, and rhetoric steps.
- c) Supporting competencies, namely linguistic competence (using the grammar and vocabulary, grammar sounds), sociocultural competence

(using the phrase and follow the acceptable language in different contexts of communication), strategic competence (solve problems that arise in the communication process in various ways in order to continue communication), and forming discourse competence (using device-forming discourse).

In conclusion, students of junior high school are demanded to write meaningful texts with some aspects inside. They need a technique that makes them write. It must be suitable for them because they just start to write, hence there is no background knowledge in their minds. Therefore, pictures can help them learn writing unconsciously but they can acquire it perfectly.

In this research, the researcher focused on one of the scopes of learning English which is teaching writing of procedure text based on the standard of competence of the School-Based Curriculum Grade VII in the second semester as following :

**Table 1: *The Standard of Competence and Basic Competence in Writing for Grade VII***

<i>Standard of Competence</i>	<i>Basic Competence</i>
<p>Writing</p> <p>6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and procedure texts to interact with their environment.</p>	<p>6.2 Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and procedure texts to interact with their environment in accurate, fluent and appropriate ways.</p>

#### **4) The Role of Media in Teaching and Learning Process**

Teaching and learning is process. In process of teaching and learning process teacher uses something to make his/her teaching and learning process effective. Media, the plural of medium, are means of communication. Media are important in facilitating English learning. Using the media has many functions in communicating. We can use it to convey ideas, opinions about various things with other people. In education field, media are various components in learners' environment which support the learners to learn. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. Moreover, the use of media can create a good atmosphere in the teaching and learning process.

Through the use of media, teaching and learning process is not always monotonous, but there are variations and activities that may cause the motivation of students to think actively. According to Spratt, Pulverness, (2005: 38), motivation is an essential factor in English learning because it is the thoughts and feelings students have which make them want to do something, continuing to want to do it and turn their wishes into action. If the students have been motivated in learning, teaching and learning process will run well and make learning successful.

In addition, the media can facilitate the interaction between teachers and students so that learning activities can be done more effectively, efficiently, and easily. It is the cause or the tools that interfere with the functions of the two parties and the role of an effective governing relation between the two main parties in the students' learning process and content (Fleming in Arsyad, 2003: 3).

From the definitions above, it can be concluded that the media is a tool to convey ideas that make students can acquire knowledge, skills and attitudes and can stimulate students in learning. In learning, the media also has an instrumental function as a tool to convey the material from teachers to students in order to stimulate thoughts, feelings, concerns and interests of students so that learning occurs. This will make students feel easier to remember the lessons when they learn a lesson. If media can be designed and developed by teacher, the media will serve as an interactive tool for students.

### **5) Kinds of Media**

Media can integrate the experience from the concrete things to the abstract ones. Harmer (2004:177) states that media such as a range of objects, pictures, cards and other things can be used for presenting and manipulating language. It lets the students to be active in all activities in the class. Vernon (1996) states that there are six kinds of media:

#### **1. Drawing or teacher mode drawings**

Drawing can be constructed and supported to the topic which is being taught. This media can be designed and applied easily in the classroom to achieve the goal of the teaching and learning process.

#### **2. Still pictures**

This media can be shown with the real objects or the events of them outside the classroom. A still picture is a record or a copy of a real object or event of which is the size may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

### 3. Audio recording

Recording is a mode of magnetic or on motion picture soundtracks. Sound is presented in the sequence in which they actually happened or edited. Audio recording may be used individually by the teachers or displayed directly to the learners.

### 4. Motion picture and TV

A motion picture or video tape recording is a moving image or picture on colour or black and white produced from live action or from graphic presentation which is presented in the TV monitor or computer.

### 5. Real object, simulation and models

This media shows the real objects of the things which will be discussed by the teachers. It includes people, events, objects and demonstrations. Simulation is one of the real situations which has been designed to be as near actual events or process as possible. A model is a replica or reality of things, for example a miniature.

### 6. Programmed and computer-assisted instruction

Programs in computer can be one of the effective media in the process of teaching and learning. For example, teachers can use power point to explain the topic which will be discussed.

Of all types of media, visual media are more preferable because most people learn more easily by their sight than other sensory perception (Corder, 1966: ix, in Ratnasari, 2010). According to Ministry of National education



(2009:6) there are some visual media that can be effectively used by teachers in the classroom. Those media are as follows:

1. Pictures.

Pictures are really useful ways to stimulate the students into writing texts. Teachers can use printed pictures which are available or draw the pictures based on the needs. Pictures can be in the form of photographs of people, places and things which are in magazines, newspapers or calendars.

2. Realia or real objects.

Realia means real things or real objects that the teachers can bring into the classroom to make the learning become clearly, meaningful and memorable. It can be in the form of plants, animals, dolls, etc

3. Chart, poster and cartoon

Chart is a drawing which shows information in the form of a diagram or a map. Poster is a large printed picture or notice which is often used to advertise something in a public place. Cartoon is a funny artistic drawing that can compose a story or make a joke about current events.

4. Black board or white board

The board is the most important thing for teachers for presenting written language or drawing. It can be used without any special preparation because it is always available in the classroom.

5. Audio media

As well as the board, the tape recorder as the audio media provides authentic material for listening practices.

## 6. Over Head Projector (OHP)

Over Head Projector usually use for large classes. Teacher can use this media in presenting the materials easily than using chalks. Besides that, presenting materials on the OHP can allow the teachers to face the learners all the time and make the learners to focus on the presentation.

## 7. LCD Projector

LCD stands for Liquid Crystal Display. In using this media, the LCD must be connected with the computer to display teaching materials.

In short, media are very important to help teachers to present materials and learners to understand the materials. Besides, media can increase the students' motivation because media can connect the interaction between learners and their environment in the classroom. As it is also stated by Byrne (in Ratnasari 2010), visual material has a great potential as an aid to develop writing skills and can provide both contexts and stimulation for a variety of activities. So, the researcher focuses in the use of visual media, especially picture series, for improving the students' skill of writing procedure texts.

## 6) Picture Series

According to Harmer (2004:69) states that picture can stimulate students' creativity, especially in writing. Picture works in provoking the imagination and creativity so that they can produce good piece of writing. He also explains that some situations, grammar, and vocabulary works can be presented by picture. Furthermore, when they look at the picture, each students will have their own imagination inside the picture. Starting from that, they will have something (an

idea) to write. Similarly, Brown (2003:226) argues that picture offers a non-verbal means to stimulate writer response. It means that by giving students picture, it is easier for them to get ideas.

Meanwhile, Wright (1989:17) explains the use of pictures as media can help to attract students' interest and encourage their motivation in learning, make them want to pay attention and want to take part. Pictures make the students have sense of the context of the language. They bring the world into the classrom. Pictures can be a specific reference point or stimulus to the students. Next, pictures can also be described in an objective way or interpreted or responded to subjectively by learners. Pictures can cue responses to questions or substitutions through guided practice. The last, pictures can stimulate and provide information in the conversation and discussion.

Pictures bring challenges for students in learning writing skill. Pictures are used as the means of describing, identifying, predicting, discussing, matching, grouping, sequencing, ordering and memorizing. Pictures also bring opportunities to learn writing skills to express opinions, express experiences and feelings, speculate and express opinion, express and debate opinion and to dramatize. So, there are many activities which can be created from using pictures.

Harmer (2004:67) also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is story tasks to be used as media in teaching writing.

Furthermore, Harmer (2004:69) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. However, there will be two of them which will be used in the research.

1) A series of pictures of random objects

Students will be shown some pictures containing some random objects like a house, a shoe, a man, a tree or so. Then, the students are assigned to write a text based on the pictures they have. The text later can relate one picture to others.

2) A series of pictures in sequence

The students will be shown sequence pictures. Then, they will write a text using pictures as the clue.

Additionally, Yunus (1981:49) describes picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like narrative, procedure, recount or spoof. There are some factors supporting the use of picture series:

1. Sequential pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture series provide information of which one comes first and which comes next.
2. Picture series can draw students' attention out to be involved in writing process.

3. Picture series also provides clearer description about what happened.
4. Picture series also represent the details of events.

Based on those theories, the researcher believes that picture series can be an effective way to be applied in teaching and learning of writing. It helps students to imagine, generate their ideas and write optimally. Besides, pictures also can attract students' attention and increase their enthusiasm in writing. As a media that can be used in teaching writing, the teacher must perceive the criteria of the pictures before they are applied. The selection of pictures is important to make the teaching learning process meaningful. Here are some criteria in using pictures as media:

1. Simple to prepare

The pictures should be easy and simple to be used by the teacher in teaching learning process.

2. Easy to organize

The teacher has to decide whether the efforts of organizing the pictures are complicated or not.

3. Interesting

The pictures as the media should be interesting for both students and teacher.

4. Meaningful and Authentic

The pictures should be meaningful and authentic when it is used for learning the new language.

#### 5. Sufficient amount of language

The activity gives rise to a sufficient amount of language in the language lesson. (Wright, 1989).

### 4. Text

#### a. Definition of Text

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole.

The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not.

Anderson and Anderson (1997:1) state that texts are divided into two main categories. They are:

##### 1. Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

##### 2. Factual texts

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.

Basically, the texts are categorized in two main parts in which each text has different meaning and function. So, we can use the texts above based on our need.

## **b. Texts type in English**

### **1. Descriptive**

According to Anderson and Anderson (1997: 26) a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

I have a neighbour. His name is Reno. He is a clown. He works in a carnival. His job is to entertain people. He makes people laugh. He wears a very colourful costume. He also wears a colourful wig and he paints his face. He is very funny and kind.

*taken from : Scaffolding Joko Priyana*

### **2. Procedure text**

Procedure text is one of the texts in genre based approach. In this research, procedure text is a piece of writing that tells us information of making or doing something through several steps or directions. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructions of a tool, science experiment. However, the procedural texts which

are used in this research are cooking recipes and manual steps of doing something. In addition, there are two important parts that students have to consider. They are the generic structure and the language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingredients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the title of the text.

Futhermore, material or ingredients are things to be prepared. Method or steps provide sequence step in making or doing something. Meanwhile, the language features that usually used in writing procedural text are in the form of simple sentence, use many action verbs for command (stir,chop,cut), use present tenses and use linking words (first, then, last). Here is one of the example :

#### Tomato Soup

- 4 large tomatoes• spices
- ½ teaspoon salt
- ¼ teaspoon pepper
- ¼ teaspoon butter
- 1 small onion
- 8 cups water
- small clove garlic

1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes.
2. Add water, spices, salt, and pepper.
3. Heat until the water boils.
4. Turn down the heat and cover the lid.
5. Cook for one hour.

*taken from : English in focus Artono*



## **5. Procedures in Teaching Writing of Procedure Text using pictures-series**

Feez and Joyce (1998: 27) explain that there are five stages in teaching-learning cycle using the genre approach.

### **1. Building the context**

In this stage, the teacher tries to develop students' prior knowledge of procedure text by doing brainstorming. Here, teacher asks some questions based on the topic which related to the procedure text. Furthermore, teacher gives series of picture and asks some questions based on it. Series of pictures in this stage can enhance students' motivation and interest in writing. Moreover, it also can stimulate students' students to find what they going to write.

### **2. Modeling of the text**

In this stage, teacher tries to develop students' understanding of procedure text from its feature and purpose. Here, teacher give the text based on the give series of pictures. Then, ask the students to read and explore a series of picture. Finally, teacher an students try to analyze the structural pattern and language features of the model text. They will also try to compare the model text with other examples of the text-type.

### **3. Joint construction of the text**

In this third stage, teacher tries to develop students' writing skill to make procedure text. Students here start to have group discussion related to the text. Doing some activities such as matching the sentences to the suitable pictures, arranging the jumble sentences into a correct order and combining

them into a good writing based on a series of pictures. Then, having discussion to find the right answer.

#### 4. Independent construction of the text

The fourth stage lead students to have independent activities. They will construct (write) a text that is being studied independently, for example. Here, teacher tries to develop students' writing skill to produce procedure text individually.

### **B. Review of Relevant Studies**

The importance of students' writing ability in teaching and learning process of writing cannot be denied. One of aspects that determine the success of the process of English teaching and process is media. In the previous part, the theories of writing ability and media have been presented.

The effectiveness of using media in teaching and learning media is believed and proved by some researcher. One of the researchers is Hoeriyah (2004). She says that the result of using media in teaching and learning media was effective. They made a good environment in her class. Furthermore, her students could understand her explanation more easily.

Halimatuh Sa'diyah (2008) has conducted a research using series of picture to improve students' skill in writing of descriptive texts. This research divided the advantages of using picture series in two ways. First, picture series useful to improve students' ability in writing descriptive text. The improvements were in terms of being able to write more ideas and using more vocabulary. Second, picture series gave positive impacts to the teaching and

learning process. This study wrote that students' interest, enthusiasm, participation and interaction with the teacher increased through the use of picture series.

### **C. Conceptual Framework**

Writing is one of the important skills for junior high schools in the English learning. Writing itself has a purpose that is to convey the messages in a written form. In teaching and learning process of writing, it really needs some competencies in the practice. Students are demanded to have linguistic competencies, such as vocabulary, grammar, mechanics, and spelling to be able to produce a written text. Students also need many ideas, thoughts and developments in arranging English words, sentences, paragraph into a good text. In practice, students make many mistakes on their writing product related to both content and form. They cannot directly produce a good written text in one writing practice. Therefore, writing is not an instant activity considering that there are some steps in this activity.

The success of learning is influenced by several factors namely students, teachers, methods, learning media, and motivation. Media is one of the important factors influencing the success of students in learning English. However, the fact happening in SMP N 3 Mertoyudan, Magelang showed that the teacher did not provide any interesting media in the teaching and learning writing. Thus, the students often got bored during the teaching and learning process.

In reference to the above issues, some research findings showed that using picture series contributes in the significant improvement of students' writing ability. Considering the age of the learners. Moreover, English teacher should be aware in deciding all the components which is needed to build a good condition during teaching and learning process. Added to this, every part of school elements such as the students, the teachers, and the principal has their own rule to make the teaching and learning process getting better.

With those reasons, the researcher proposed to conduct the research in SMPN 3 Mertoyudan, Magelang. The research focused on achieving improvement in the students' skills in writing procedure texts, because procedure texts is not only a text learnt at school but also the one found in our daily life. Students can find many procedure texts in the form of cooking recipe in magazine, game rules, making email and how to operate something. Those are examples of the authentic texts of procedure texts that we can find in the daily life. It is helpful for the students in learning writing of procedure text, especially class VII C, through planning, implementing, and reflecting some sufficient actions. Pictures series are chosen to improve the students' ability in writing procedure texts in SMPN 3 Mertoyudan, Magelang.

The researcher thinks that picture series is useful to help the students write procedure texts because it has many benefits in the teaching and learning process. First, picture series can help the students to help students in stimulate and generating their' ideas in a good sequence. Next, pictures are very close to students' real life. Everyday, most of them often look at pictures, the

internet, magazines, books, newspaper, pamphlets or posters. Pictures are infinite and the teacher can find them easily in the daily life. Moreover, pictures could stimulate students' enthusiasts, create a joyful teaching and learning process. Picture series-based activities can also improve the students' writing skills such as vocabularies and language use. It can be said that the teaching writing through pictures series is regarded effective for the students.

### **CHAPTER III RESEARCH METHOD**

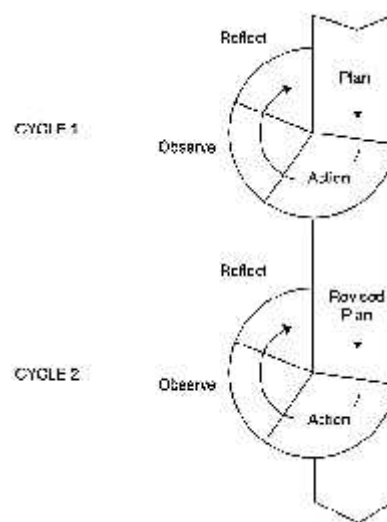
This section discusses the type of research, research setting, subjects of the research, time of the research, data collection technique, data analysis technique, validity and reliability and research procedures.

#### **A. Type of the Research**

This research was an action research study aimed at improving students' skills in writing procedure text by using picture series for the seventh grade students of SMP N 3 Mertoyudan in academic year of 2013/2014. This was categorized as action research since it attempts to improve the real condition of the writing teaching and learning process by involving participants in the setting where the research was done. Collecting the obstacles and weaknesses of the writing teaching and learning process, identifying the collected problems, planning, carrying out the actions, evaluating and reflecting the actions implemented were done collaboratively with the members involved.

Carr and Kemmis (1986) in Burns (1999:30) argue that action research is a form of self-reflective enquiry done by participants in social situations (e.g. teachers, students, school principals in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. There are four major steps. There are planning, action, observation and reflection". In this scheme, the researcher together with the teachers found the problems, formulated a possible solution, implemented the action, and reflected on the outcome of the action. The

process in action research can be shown in the scheme taken from Kemmis and McTaggart in Burns (1999) as follows:



**Figure 3.1:** Scheme of action research by Kemmis and McTaggart.

## B. Research Setting

The research was conducted in SMP N 3 Mertoyudan, involving grade VII C students. This school is located on Jl. Mayor Unus Km.3 Citran Donorojo Mertoyudan, Magelang. This school is quite big. It consists of 18 classes. Each grade has 6 classes. Based on the observation, this SMP has quite supporting learning environment. The environment outside the classroom as well can support the learning activities. There are a headmaster, 37 teachers, 1 librarian, 3 administration staffs, and 1 school guard.

The teaching learning activities in SMP N 3 Mertoyudan are generally classified into intra and extra-curricular. Intra-curricular activities are the formal teaching and learning processes starts from 07.00 to 12.50. Extra-

curricular activities are teaching learning activities outside the curriculum to increase students' skills, such as *qiro'ah*, band, PMR, volley ball, foot ball, boy scouts, taekwondo, traditional dance and English club. However, based on the preliminary observation, there were found some problems related to writing in the field. The problems were in terms of students' interest and low ability of writing including generating ideas, grammar and organizing paragraph. Therefore, the researcher had strong desire to solve the problems emerged in the field by using picture series and the accompanying activities.

### **C. Subjects of the Research**

There were 190 students in Grade VII in SMP N 3 Mertoyudan, which were divided into six classes, each of them contain 32 students. They are 15 male students and 17 female students. The researcher chose the students VII C in SMPN 3 Mertoyudan in the academic year of 2013/2014 as the source of collecting the data. It was because the students of VII C had problems in writing. It was also based on the discussion with English teacher and the agreement with the headmaster.

### **D. Time of the Research**

The research was conducted in the second semester of the academic year 2013/2014. The observations were done on April 6<sup>th</sup> 2013. Then, the actions were conducted on May 6<sup>th</sup> 2013 to May 18<sup>th</sup> 2013. The research was done based on the school schedule which was on every Monday, Tuesday and Saturday.



### **E. Instruments of the Research**

The researcher used interviews, observations, and tests. The data from the interview were in the interview transcripts. The data from the observation were in field notes. In this case, the researcher uses an interview guideline to know the teacher's and students' opinion in the implementation of the actions. The field notes were used to get information related to the teaching and learning process and give a clear description during the actions in the classroom. Meanwhile, the tests were used to get information about students' writing performance. The researcher held pre-test and post-test to see whether there was improvement on the students' writing or not.

### **F. Data Collection Techniques**

In the reconnaissance stage, the researcher conducted a classroom observation, documentations and an interview with the English teacher and the students to gather information about their difficulties in the teaching and learning process. In the planning stage, she met the English teacher to discuss the problems that needed to be solved and decided the actions to be implemented. In the action stage, she held the classroom observation and interviews. She interviewed the English teacher and the collaborator to find their opinion about the implementation. She recorded students' activities through documentation. Eventually, the collected data were used as the sources to evaluate and reflect the research cycles implemented. The description was presented in the following table.

No	Data	Instruments	Techniques
1	The teaching and learning process	Observation guideline Interview guideline	Observation Interview Discussions
2	The teacher's activities	Observation guideline Interview guideline	Observation Interview Discussion
3	The students' active involvement	Observation guideline Interview guideline	Observation Interview Discussion
4	The students' works	Pre-test Post-test	Test

**Table 3.1.** Data Collection Techniques

### **G. Data Analysis Techniques**

The qualitative data were obtained through interviews and observation. It was used to meet the process validity. The collaborator and the researcher recorded all of the information in the process of teaching and learning during the actions by using interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process were noted. The researcher interviewed the students and the English teacher to get the data related to their perspectives in writing before, during and after implementing the actions.

Tests were used to attain the quantitative data. The researcher used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test would be compared to acquire the data. After getting the data, she continued to the next step to analyze the data. Based on Miles & Huberman (1994:26), there are three steps to analyze the data: reducing data, displaying data, drawing and verifying conclusions.

In reducing the data, she selected the data, determined the focus of the data, simplified the data, shortened it, and took a note from field notes. After that, the data were ready to display. In this step, she displayed the data in the form of tables and charts in order to help her to draw the conclusion. After reducing and displaying the data, she made a conclusion from the result of analyzing the data.

In addition to that, to analyze the quantitative data which were in the form of students' writing performance task scores, the researcher used a writing rubric adapted from Jacobs et al. in Weigle (2002:116). The rubric provides four aspects of writing namely content, organization, vocabulary, language use and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5.

**Table 3.2.** The Scoring Rubric for Writing Production  
(adapted from Jacobs *et al* ; 1981)

<b>CONTENT</b>	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
<b>ORGANIZATION</b>	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate

<b>VOCABULARY</b>	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
<b>LANGUAGE USE</b>	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
<b>MECHANICS</b>	4	Excellent to very good	Few errors of spelling, punctuation, capitalization, and paragraphing
	3	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing
	2	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	Very poor	Dominated by errors

By looking at the highest score ( $X_h$ ) and the lowest score ( $X_l$ ), the formulation of the ideal mean ( $X_i$ ) and the ideal standard deviation ( $\sigma_i$ ) can be seen below:

$$\begin{aligned}
 X_i &= \frac{X_h + X_l}{2} \\
 &= \frac{20 + 5}{2} \\
 &= 12.5
 \end{aligned}$$

$$\begin{aligned}
 \sigma_i &= \frac{Xh - Xi}{3} \\
 &= \frac{20 - 12.5}{3} \\
 &= 2.5
 \end{aligned}$$

The result of the ideal standard deviation is used to make a conversion table to give score to the students' writing skills. There are six categorizations namely excellent, very good, good, fair, poor, and very poor. The conversion table is shown below:

No.	Class Interval	Categorization
1	17.5-19.9	Excellent
2	15.0-17.4	Very good
3	12.5-14.9	Good
4	10.0-12.4	Fair
5	7.5-9.9	Poor
6	5.0-7.4	Very poor

**Table 3.3.** The Conversion table of students' writing scores

## H. Validity and Reliability of the Research

In order to make the data that were obtained valid and reliable, the researcher used some validity checks to ensure the validity of the data. As this study was action research, the researcher followed some criteria of validity proposed by Anderson in Burns (1999: 161-162) as the followings:

### 1. Democratic validity

Democratic validity refers to the extent to which the research is done in collaboration with all parties who have a stake in the problem under investigation. In achieving this validity, the researcher held some

interviews with the member of the research such as the students and the English teacher. She considered some opinions and suggestions which came from the interviews.

## 2. Process Validity

This validity was closely related to the reliability and competency of the research itself. To get the process validity, the researcher did the observation during the implementation of the technique (by using observation checklists and field notes), did the interviews with the students, and had discussion with the English teacher as the collaborator.

## 3. Catalytic validity

This validity is related to the extent to which the research allows participants to expand their understanding of the social realities of the context and how they can make changes in the understanding of their role and the actions taken as a result of these changes. In fulfilling this validity, the researcher made reflection and interviewed the English teacher and the students to know their perceptions after the actions. It was conducted to check the participants' understanding and continuity about the implementations.

## 4. Outcome validity

Outcome validity is related to the notions of actions leading to results that were successful within the context. To achieve this validity, the researcher did the action maximally. It meant that the researcher did not

only find the solutions of the problem but also expressed the problem in a certain way into questions. The reflection was made by me every cycle.

### 5. Dialogic Validity

In order to obtain the dialogic validity, the researcher conducted dialogues with the students and the English teacher as the collaborator. The researcher asked them to give comments about the implementation of the action in every meeting so that there was evaluation. It was done to know the strength and weaknesses of the action and the researcher could do better than before in the next meeting.

The researcher also used the triangulation technique to obtain the trustworthiness. In achieving the trustworthiness, she referred to some forms of triangulations proposed by Burns (1999: 164) as follows:

#### 1. Time triangulation

Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, she did the action from May 6<sup>th</sup> 2013 to May 16<sup>th</sup> 2013.

#### 2. Investigator triangulation

In this form, more than one observer was used in the same research setting to avoid the bias observations. There were at least two observers in this study.

## **I. Research Procedures**

To do the action research, the researcher used procedures as proposed by Kemmis and McTaggart in Burns (1999) as follows:

### **a) Reconnaissance**

Before doing some stages in classroom action research, the researcher did this step to know about the obstacles and the weaknesses that the teacher and the students faced in writing class. In the reconnaissance steps, some activities were conducted: the researcher observed the teaching and learning process, she also conducted an interview with some students of class VII C of SMP N 3 Mertoyudan and the English teacher.

The results of the observation were recorded and presented in the form of field notes. She observed all activities related to students' writing skills that really emerged and were detected during the English teaching learning process in the classroom. Based on the observations, the interviews, and the discussions, the existing problems were classified. They are problems related to the student' interest and skills, the materials, the media used during the teaching and learning process.

### **b) Planning**

Planning is the first step in doing classroom action research. In the planning stage, the English teacher and the reseacher as the collaborator made possible plan actions to be implemented in order to improve students' writing skills. The reseacher tried to improve students' skills in writing procedure texts by using picture series for the seventh grade of



SMP N 3 Mertoyudan in the academic year of 2013/2014. The reasearcher also gave a model of a procedure text and make list of difficult words and giving rewards.

**c) Action**

The action was conducted whereas the English teacher observed the process. The researcher used picture series as the media to improve the students' skills in writing procedure texts. All emerged and detected activities in the classroom during the implementation of the actions were documented. The researcher also did the interview with some students of VII C of SMP N 3 Mertoyudan after English lesson. Based on the observation, field notes, and interviews the involved members discussed the implemented actions and analyzed the result. The result of the discussion was used as an evaluation that would be used to improve the next actions.

To assess the process validity, the researcher examined the data and identified whether the students were able to continue learning from the process. It was supported by some data sources which show the process which was valid. In addition, to fulfill the catalytic validity, she gave opportunity to the collaborator and students to give their response to the change occurred after the implementation of the actions.

**d) Reflection**

The researcher evaluated the implementation of picture series in improving the seventh grade students' skills in writing procedure texts. In

addition, she noticed the data which have been taken during the previous stages to know the result of the action. She tried to do a reflection in order to find the way to improve the implementation of picture series in improving students' skills in writing procedure texts. However, if the actions were not successful, she would try to find the suitable actions to improve students' skills in writing procedure texts. It was to assess the outcome validity. While, to assess the dialogic validity, the researcher collaborated with the English teacher to review the value of the actions. The stage elaborated the significances and revises or continued the next cycle.

#### **J. Tests**

Test is the instrument to collect the quantitative data. The researcher used two tests, pre-test and post-test to find the students' writing skills. The pre-test was given before the action and the post-test was given after the action. The tests were in the form of essays. Each student had to write a simple procedure text based on picture series. The researcher took the gain score from the results of the pre-test and the post-test to know the improvement of the students' skills in writing procedure texts.

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process, the results and the interpretation of the findings of the research conducted in Cycle I and Cycle II. Each cycle consists of planning, actions, observation and reflection.

### A. Research Findings

#### 1. Reconnaissance

To identify problems emerging in the field, the researcher interviewed the English teacher about the obstacles and weaknesses related to the teaching and learning writing process in Class VII C. Besides interviewing the English teacher, she also did preliminary observation. The results of the observations were presented in the form of field notes. The vignette below shows the process of teaching and learning writing and the students' behaviour toward the writing class.

Day/Date	: Saturday/ April 6 <sup>th</sup> 2013
Time	: 07.00-08.30
Place	: Classroom of VII C
Activity	: Observation

The bell rang. All of the students entered the class. The teacher and the researcher came to the class. The teacher opened the class by greeting. Only some students answered teacher's greeting. The teacher asked all of the students to listen to her. The teacher introduced the researcher to the students. After that, the teacher asked her to sit on the back to see the teaching and learning process. The teacher asked the students to open LKS entitled "*FLASH*". She started by asking the students to look at the examples of procedure text in LKS. She asked one of the students to read the text aloud, while the other members listened to their friends. But, **only some students paid attention to the teachers' instruction. The researcher found many students made a lot of noises when their friend read the text.**

(Continued)

Moreover, when the teacher explained the text many students still made a lot of noises by talking each other and doing something to disturb other students. The teacher did not use an interesting media in delivering her lesson. **Most of the students did not focus on the teacher's explanation. They looked bored. It could be seen that they put their heads on the table, they talked each other and did other lesson.** Therefore, they seemed confused when the teacher asked some questions related to the text. **Only some students tried to answer, while the other students just kept silent.** After asking questions to the students, the teacher wrote some vocabulary items on the blackboard. She asked the students to write them in their book. Then, she read them and asked the students to repeat after her. After that, the teacher asked the students to memorize the vocabulary items given as homework for the next meeting. Afterwards, the teacher asked the students to do the exercise in the LKS and then write the answer on the black board. Some students seemed confused to do the exercises. It could be seen from the situation and the result of their writing. **There were many students who cheated their friends' work. Some of the students' works were not good. They made mistakes in writing the text disorderly. Moreover, they still used an Indonesian word in their works.** The ball rang, it means the class was over. The teacher made sure that the students had to memorize the vocabulary items given as homework for the next meeting. The teacher closed the lesson by saying goodbye and praying.

From the vignette, it can be implied that the process of English teaching and learning did not run very well. The students were noisy during the lesson. Besides, the English teacher did not provide any interesting media to attract students' interest. In the teaching and learning process, the students paid less attention when the teacher explained the material. Moreover, they also had difficulties in mastering writing. It can also be seen from the result of the interview done after observing the teaching and learning process. The researcher held interviews with both the students and the teacher. The following are some interview transcripts which show students' difficulties.

P	: <i>“ Bagaimana dengan writing nya bu ? ”</i> <b>(How about the writing, Ma’am ?)</b>
GBI	: <i>“Anak-anak masih susah kalo menulis mbak, bingung dengan penggunaan tenses, vocabnya juga.</i> <b>(The students still find problems in writing. Such as the use of tenses, and vocabulary. )</b>
P	: <i>“Berarti kalo bisa dibilang writing anak-anak masih lemah ya bu ? ”</i> <b>(It means that the students’ writing skills were low, Ma’am? )</b>
GBI	: <i>“Ya mbak. Anak-anak itu suka kesusahan dalam vocabulary nya mbak. Mereka suka tidak tahu artinya. Jadi saya sering memberikan vocab kepada anak-anak. Saya tulis di papan tulis dan siswa harus menghafalkannya. Biar vocab anak-anaknya bertambah mbak.”</i> <b>(Yes, they do. The students have some problems in term of vocabulary use. They did not know the meaning of certain word. Therefore, I often give them some vocabularies in class. I write all the vocabularies on the board and then they have to memorize the vocabularies given. I think this activity can enrich students’ vocabularies.</b>
P	: <i>“Bagaimana kalo dengan ide saat menulis, Ibu ? Anak-anak kesulitan tidak dalam mendapatkan ide dan menuangkannya?”</i> <b>(How about the ideas while they’re writing, Ma’am? Do the students find difficulties to get the idea and generate it ? )</b>
GBI	: <i>“Ya anak-anak sudah punya ide tapi bingung untuk menjabarkannya mbak. Ya mungkin dikarenakan vocabnya dan menyusun kalimat yang susah.”</i> <b>(Actually, the students already have the idea but they seems confuse to generate it. It due to they get difficulties in using vocabulary and arranging the sentence.)</b>
P	: <i>“Oh kalo menurut Ibu, apa yang menyebabkan murid lemah dalam menulis?</i> <b>(In your opinion, what are the factors that influence students’ writing? )</b>
GBI	: <i>“Kalo menurut saya sih minat anak-anak dalam menulis itu kurang. mulai dari rame di kelas, tidak mendengarkan penjelasan saya, dan mungkin materinya kurang menarik.</i> <b>(I think they have less motivation in writing. They often make some noises in class. They did not pay attention my explanation. And the materials were not interesting).</b>
P	: <i>“ Ehmm, biasanya kalo ibu mengajar materinya di ambil dari mana, bu?”</i> <b>(How do usually take the materials for teaching?).</b>
GBI	: <i>“Saya pake LKS aja mbak. Kita ada buku paket tapi saya tidak memakainya mbak, karena saya pikir materinya terlalu rumit.”</i> <b>(I just take materials from LKS. We have course book but we do not use it. I think the materials were too complicated.)</b>

The following transcript shows the conversation between one of the students and the researcher. From the transcript, it can be shown that the students still had difficulties in writing, especially in using appropriate words, tenses and generating their ideas.

P	: <i>“Kalo writing tuh susahnya dimana de?”</i> <b>(Which part is difficult for you in writing?)</b>
S12	: <i>“Ya itu kata-katanya Miss.”</i> <b>(Actually, the words, Miss )</b>
P	: <i>“Kosa katanya nya ya de?”</i> <b>(Do you mean the vocabulary?)</b>
S12	: <i>“Iya betul Miss. Pas lagi nulis suka gak dong sama bahasa Inggrisnya. Udah begitu bingung juga buat kalimatnya. Begitu Miss.</i> <b>(Yes, Miss. I did not understand how to write in English. Then, I also was confused to construct the sentence, Miss).</b>

Appendix/Interview transcript 5

P	: <i>“Kesulitannya apa?”</i> <b>(What was the difficulty? )</b>
S13	: <i>“Hmm...dikasih contohnya cuma sedikit, Miss. Terus ujug-ujug disuruh nulis aja.”</i> <b>(Hmm, the teacher did not provide many examples, Miss. Then, we’re asked to write suddenly).</b>
P	: <i>“Banyak gak tadi yang salah?”</i> <b>(How many mistakes do yo have?)</b>
S13	: <i>“Iya lumayan banyak yang salah Miss.”</i> <b>(Yes, quite many, Miss).</b>
P	: <i>“Apa aja de?”</i> <b>(What is it?)</b>
S13	: <i>“Salah nyusun kalimatnya Miss.</i> <b>(I arrange the sentence disorderly, Miss ).</b>
P	: <i>“Kalau kosa katanya gimana?”</i> <b>(How about the vocabulary? ).</b>
S13	: <i>“Itu juga Miss. Banyak yang gak tau artinya.</i> <b>(That’s right, Miss. I do not know</b>
P	: <i>“Terus kalo idenya gimana de?”</i> <b>(How about the ideas?)</b>
S13	: <i>“kalo ide sering ilang-ilangan, Miss.”</i> <b>(I often get lost the ideas, Miss.)</b>

Appendix/Interview transcript 8

From the preliminary observation and interview above, it was shown that there were some problems emerging in the field dealing with the English teaching and learning process, especially writing. To identify the students' skills in writing before actions, the researcher conducted a pre-test. She asked the students to write a procedure text. The topic was about how to make drink. From the result of the pre-test, the students' writing were less organization. They also did not begin the instruction with the action verbs. Futhemore, the researcher found that many students used Indonesian words in their writing. This fact were supported by the students' main score of their pre-test. It was 9.13. It indicated that the result was not satisfactory.

Based on the observations, interviews, and students' pre-test, the researcher and the English teacher identified some problems that occurred in the English teaching and learning process. Those problems are presented in the following table.

**Table 4.1 Field problems found in English teaching and learning process of VII C students**

No.	Problems	Code
1.	The teacher showed less of creativity in the teaching and learning process	T
2.	The students made a lot of noise during the lesson	S
3.	There are no any interesting media during the teaching and learning process	Med
4.	The students got confused with the teacher's explanation	S
5.	The students considered English difficult to learn.	S
6.	The students gave less attention to the teacher's explanation.	S
7.	The teacher used monotonous material	M

8.	The students lacked of vocabulary	S
9.	The students pronounced words incorrectly	S
10.	The students made many mistakes in writing	S
11.	The students got bored during the English learning process	S
12.	The students showed low interest to answer teacher's question	S
13.	The students were passive in joining the teaching and learning process.	S
14.	The students were not interested in the English lesson	S
15.	The students were not enthusiastic to do the tasks.	S
16.	The students did not like writing	S
17.	The students did not know the meaning of English words and sentences	S
18.	The students got confused with the teacher's question	S
19.	The students did not bring dictionaries	S

Note:

S: student

M: materials

T: teacher

Med: media

## 2. Determining the Urgent Problems to Solve

After identifying the field problem in the classroom, the researcher and the English teacher discussed again to determine the urgent problems based on the feasibility of the problems to be solved. By considering the time, fund, and the energy, the researcher identified the urgent problems dealing with students' writing skills and media used. Those problems were displayed in the following table.



**Table 4.2 The More Urgent Problem of the English Writing Problems of Class VII C of SMP Negeri 3 Mertoyudan, Magelang in the Academic Year of 2013/2014**

No.	Problems	Codes
1.	The students made many mistakes in writing	S
2.	There are no any interesting media during the teaching and learning process	Med
3.	The students considered English as a difficult subject	S

Note :

S : Student

Med: media

### **3. Determination Some Actions to Overcome the Field Problems**

After the researcher and research members decided the problems that were feasible to be solved, a pre-requisite analysis was conducted by the researcher in order to find the cause and effect relationship between the problems and the actions implemented. She made the pre-requisite analysis and discussed it with the English teacher. Based on the discussion, the determination of the actions was based on the observation and considering the students' condition during the English teaching learning process. In the determination of the actions, the researcher gave her opinion about the action based on the problems which were found in the field that was related to the students' writing skills. The action was about the use of media. Media are important in facilitating teaching and learning. By using appropriate media, teachers and students are helped to achieve the goal of the teaching. Based on the observation, the teacher did not provide any interesting media to the students. The teacher only used a blackboard as a medium in teaching writing so that the students got bored during the lesson. It also made the students

difficult to understand the materials especially in writing. Therefore, the researcher intended to use picture series in teaching writing. Picture series could be defined as some pictures which are arranged to tell something in a good chronological order. Moreover, pictures have some important points. They are practical and clear since they were easy to find and even to make. Pictures were colourful and natural which could attract students' attention at first. The more colorful the pictures the better the students could generate their ideas. It also could increase students' interest and create a new atmosphere for the students during the teaching and learning process.

Furthermore, the English teacher suggested the researcher to provide a model of a procedure text to the students. The teacher stated that this method would be an effective way, especially when the students wrote a procedure text. They could write a procedure text well because they had a model of a procedure text that had been provided.

The researcher and the English teacher also discussed the way they would divide the students in groups and pairs. Besides, the researcher also gave rewards as additional actions. By grouping, students could work and share together as a team in solving the problem. By giving rewards, the students would be more motivated in the English learning, especially in writing a procedure text.

**Table 4.3 The Most Feasible Problems of the English Writing Problems of Class VII C of SMP Negeri 3 Mertoyudan, Magelang in the Academic Year of 2013/2014**

No	Problems	Indicators	Actions
1	The students were passive in joining the teaching and learning process	<ul style="list-style-type: none"> <li>• Only some students tried to answer, while the other students just kept silent.</li> <li>• They put their heads on the table and they talked each other when the teacher explained the materials.</li> </ul>	The researcher used picture series to attract students' interest. Then, she conducted group activities where the students can share or work together in doing the task.
2.	There are no any interesting media during the teaching and learning process	<ul style="list-style-type: none"> <li>• The teacher took the material from the LKS.</li> <li>• She only used a blackboard as her medium</li> </ul>	The researcher used picture series during the teaching and learning process because it can engage students' interest and create a new atmosphere for the students during the teaching and learning process.
3.	The students made many mistakes in writing	<ul style="list-style-type: none"> <li>• The students get difficult to find and develop their idea.</li> <li>• They got difficulties in using imperative verbs.</li> <li>• The students' writing were less organization.</li> <li>• They lack of vocabulary.</li> <li>• They did missed spell words.</li> </ul>	The researcher gave picture series to stimulate and generate the ideas. Then, she gave model of procedure text and listed difficult words to make the student more easily in writing procedure text and also enrich students' vocabulary.

Based on Table 4.3, it could be seen that there were three actions that would be implemented in the English teaching and learning process. The researcher and English teacher provided different topics in every meeting. After implementing the actions, there would be evaluations and reflections of the results to know the achievement of each action.

In each action, they discussed and planned the actions collaboratively. The explanation below describes the implementation, the result, the evaluation, and the reflection of each action.

## **B. Implementation of Cycle 1**

### **1. Planning**

#### **a. Giving a Model of Procedure Texts and Asking the Students to List the Difficult Words**

The researcher has planned the detail process of the teaching-learning activities in the course grid and the lesson plan in the appendices. The materials of the procedure texts were taken from the Internet and some books. She gave a model of the procedure text to the students in order that they knew the patterns of procedure texts. The texts that were used in every meeting were different. In the procedure text, there were three main parts of a procedure text: title/Goal, Ingredients/Materials and Steps. These main parts of the procedure text were very important to teach writing, especially procedure text.

In addition to this, the researcher asked the students to make a list of difficult words in order that they could comprehend the text well. The teacher agreed with that idea, because they were not only able to comprehend the text, but also they could enrich their vocabulary mastery. Giving a model of a procedure text and asking the students to list the difficult words were intended to make the students enjoy the English learning and understand the parts of a procedure text.

### **b. Implementing Picture - Series in the Class**

The researcher implemented picture series in the class. This action was aimed to guide the students in developing their ideas. Besides, it was also expected to make the students enjoy the lesson. Picture series helped the students in learning English especially in writing a procedure text. By using picture series, it was easier for the students to write a procedure text. They students were expected to be able to write the text with its correct part ( goal, ingredients/materials and steps ). In other words, the students could write in a good organization.

In implementing picture series in the class, the researcher had two plans in class activities. The first activity was pairs or groups activity and the second was an individual activity. The English teacher agreed with that idea. It would make a new atmosphere in the class. Group activity was aimed to help the students in doing and comprehending the task collaborately because they could share together about the task and solve it easily. Besides, it could train them to work together in solving the problem. In the group activity, each group consisted of three to four students. It was done to make the students focused on doing the task.

In the individual activity, the students were given a worksheet and they had to do it individually. It was expected that the students could write a procedure text by themselves correctly to measure the students' skill in writing procedure texts.

## 2. Implementations and Observations

The teaching and learning process in Cycle I was divided into two meetings. The first meeting was conducted on May 8<sup>th</sup> 2013. The second meeting was on May 11<sup>th</sup> 2013. The actions were concerned in implementing picture series and supported by giving a model of procedure text in every meeting. In this cycle, the collaborator observed the teaching and learning process. The data during cycle I were collected through observations and interview. The activities of this cycle are as follows :

### a. 1<sup>st</sup> meeting

The first meeting was implemented on May 8<sup>th</sup> 2013. The researcher began the class by greeting the students, asking students' condition and checking students' attendance. Then, she gave them a picture about "food" to activate students' background knowledge about the material that they were going to learn. The researcher asked some questions related to the picture. The students answered the questions orally. Afterwards, she gave a model of procedure text entitled *How to Make Jelly*. The researcher also gave them the picture series related to the text. This picture series was used to help the students to identify the generic structure, language features and social function of the text. Then, the students with the researcher's guidance identify those elements in the text together. They were so enthusiastic on identifying them. They were also very attracted to the picture series because it was the first time they got this medium in their

writing class. The following presents their statements after the researcher used the picture series in the modelling stage.

P	<i>"Gimana tadi penjelasan procedure textnya? Bisa dimengerti gak?"</i> <b>(What about my explanation about the procedure text? did you get my point?)</b>
S24	<i>"Sudah lebih mengerti setelah dengan gambarnya juga."</i> <b>(Yes, the picture hepled me to understand the text)</b>
P	<i>"Susah gak contoh textnya?"</i> <b>(was the example of the text too difficult for you?)</b>
S24	<i>"Gak, Miss".</i> <b>(No, It was not miss.)</b>

Appendix/Interview transcript 12

After the text was discussed, the researcher gave them another series of pictures. Here, the students were asked to clasify the verbs in the box into three catagorize. It made the students aware of the use of imperative verbs and nouns in the procedure text. When the students were doing the task, the researcher moved around them. The students were enthusiastic in doing the task. They work together with their friends. The researcher noticed that most of the students could do the task. However, they still some mistakes found.

After that, the students were given another activity. Here, the students have to arrange the jumbled sentences into good paragraph based on the picture series given. Actually, this activity was good for the students to show their understanding about the generic structure of procedure text. After they finished doing the task, the researcher asked the students to write their answers on the blackboard. Then, the researcher began to correct their work on the blackboard, the result was quite good. Most of

them could arrange the text well. Right after correcting students' exercises, the researcher also asked the students to identify the use of imperative verbs and sequence words in the instruction. Some students came forward and underlined the imperative verbs and sequence words in the text. They could do the task easily. Afterwards, the researcher gave individual task. The students had to write procedure text based on the picture series given. The researcher asked them to make list based on the questions provided. This activity could help the students to find the information that they need to write. Next, they make it into sentences. In the last five minutes, the researcher asked the students to submit their writing. The students did not finish their writing yet. Therefore, the researcher asked to finish it as homework. The researcher had quick review to check students' understanding about the material given on that day. The bell rang, the teacher ended the lesson by saying good bye.

#### **b. 2<sup>nd</sup> meeting**

This meeting was carried out on May 11<sup>th</sup> 2013. The researcher began with greeting the students and checking students' attendance. Right after, she asked the students to submit their homework, then she had a short review about the previous lesson.

P asked whether the students finished the task given in the previous meeting. The students said that they've done the task. Then, the researcher asked some students to collect their friends' works. She also asked the students whether they got difficulties or not when they did the task. P reviewed the lesson in the previous meeting. She asked some questions to the students about the previous meetings.

continued



Continued

P asked “*what did you learn yesterday, class?*”. Ss answers “*procedure text*”. They explained that the teacher asked them to arrange the jumbled text into good order. Besides, they have learnt about the use of imperative verbs and sequence words in the procedure text.

Appendix/Field Note 9

After reviewing the previous lesson, the researcher showed a picture of “a handphone” and asked some questions to stimulate students’ background knowledge. Here, the students tried to answer the questions enthusiastically. After that, the researcher gave them a text entitled “How to insert SIM card into cellphone”. Then, the students began to read the text. After they finished reading the text, the teacher asked them to find the difficult words in text and translated those words by using dictionary.

After they finished, the researcher together with the students identify the generic structures and the language features in the text by answering some questions based on the picture. The students were active in answering the questions.

After they finished reading the text, the researcher asked some questions based on the text orally. The students were shy in answering teacher’s question. Actually, they knew the answers but they were not confident to say it.

Appendix/Field note 9

Next, the researcher moved on to the next activity. The researcher explained again about the use of imperative sentence. After they understood, she continued to give them worksheet. The students had to do the task about how to make a kite. They had to fill in the blank with the words provided. They did the task in groups. It seemed that they enjoyed

the activity. While the students did their task, the researcher moved around the class to check their work. Some minutes later, she asked the students to exchange their work with other groups. Then, she discussed the task together with the students. They actively involved in the discussion.

After discussing the task, the students were asked write some imperative sentences. They had to arrange the jumbled words to make a good instruction. The researcher also provided some pictures to help them in arranging the sentences. They did the task in groups. Some minutes later, the researcher noticed that the students had finishing their task. Thus, she asked the students to write the answers on the blackboard. Then, she began to correct one by one. Actually, the students did the task well. However, they still made some mistakes. They were not aware of using capital letter in the beginning of the sentence. They also forgot to end up the sentence with period. Therefore, the researcher tried to remind the students to use using capital letter and punctuation in the sentence.

Right after that, the researcher aksed them to write their works on the black board. From the result of their writing, the students still confused in using action verbs in the sentence. Then, there were many students who carelless to use capital letter in the beginning of the sentence even commas and full stops in the end.

Appendix/Field note 9

After checking the answers, she gave them an opportunity to ask about their difficulties related to the materials but no one asked. They said that her explanation was clear. Then, the researcher gave them series of picture and the students individually tried to write a procedure text based

on the pictures given. First, the students then were assigned to classify the picture series according to the goal, materials and instructions. In this case, picture series helped them to organize their ideas. Next, the students with the researcher's guidance explored the vocabularies that might be used in describing the picture series. Here, the researcher delivered some questions to help the students in outlining stage before drafting, such as "What do you need to plant a seed?" and "How do you plant a seed?" . The students could answer the question easily. The collaborator said that picture series helped the students to organize their ideas.

P	"Iya, bu. Kalau untuk <i>picture seriesnya</i> gimana menurut ibu?" <b>(Yes, Mam. And how was the use of picture series in writing, Mam?)</b>
GBI	"Oh.. kalau <i>picture seriesnya</i> saya yakin membantu sekali. <b>(Picture series were really helpful)</b> "Iya mbak anak-anak jadi lebih bisa menulis dengan urutan yang benar, disamping itu anak-anak juga suka dengan gambarnya. Mereka terlihat lebih antusias dalam mengerjakan tugasnya. <b>(Picture series helped the students to write in a good order. Besides, they also liked the pictures. They seemed enthusiastic to do the task).</b>

Appendix/Interview transcript 2

Ten minutes before the bell rang, the researcher asked the students to submit their work. After that, she reviewed the materials given on that day. She ended the class by greeting the students.

### 3. Reflection

After implementing the actions in Cycle I, the researcher and the collaborator had a discussion to make some reflections. The discussion was based on the observations during the teaching and learning process, and the interviews with the students and the collaborator. As mentioned in

Chapter III, it was needed to fulfill the democratic and dialogic validity. Here, everyone had an equal opportunity to express their ideas, opinions, and feelings toward the actions. By doing reflection, the researcher could evaluate the actions and fix unsuccessful things in the next cycle. Here are the result of the reflection that had been done in Cycle I.

**a. Giving a Model of Procedure Texts and Asking the Students to List the Difficult Words**

After conducting the action, the reseacher and the English teacher found that giving a model of procedure texts and listing the difficult words were effective to help the students in uderstanding the content of the texts better. The reseacher realized that in the first time when the action was implemented, there were only a few students who were enthusiastic in comprehending the text, but in the next meeting, there were more students who were enthusiastic in comprehending the text. Giving a model of procedure texts helped the students in comprehending the procedure text. It also helped them to understand the vocabulary and grammatical items. Besides, they could understand the parts of a procedure text. The students' opinion could be seen in the following interview transcript.

- |     |  |
|-----|--|
| R   | : “ <i>Gimana tadi sudah paham belum sama “ procedure text ” nya?</i><br><b>(How about the text? did you understand the procedure text?)</b> |
| S30 | : “ <i>Ya, lebih mengerti, Miss</i> ”<br><b>(Yes, it’s more understood, Miss)</b>  |
| R   | : “ <i>Imperative verbnya gimana? Susah gak?</i> ”<br><b>(How about the imperative verb ? was it difficult ?)</b>                            |
| S30 | : “ <i>Gak terlalu sulit, mbak. Ada gambarnya dan contohnya jadi lebih bisa tahu maksudnya</i> ”.  |

**(It's not too difficult,mam. There were pictures and the examples so I could undestand the meaning easily).**

Appendix/Interview transcript 11

However, while the students tried to comprehend the text, they got confused to find the meaning of the difficult words in the text. Moreover, the students were noisy. It happened because there were only some students who brought the dictionary in class. They borrowed their friends' dictionary or asked the meaning to them. The finding could be seen from the field note below.

P asked the students to read and find the difficult words in the text. Then, she asked the students to find its meaning by consulting the dictionary. However, there were some students who did not bring the dictionary. So, they tended to ask the meaning to the researcher or the other friend. There were also some students who borrowed their friends dictionary. Thus, the students made a noise.

Appendix/Field note 10

#### **b. Implementing Picture-Series in the Class**

After conducting the second action, the researcher and the English teacher considered that implementing picture series in the class that involved group and individual activity made the students more enthusiastic in learning English especially in the writing lesson. They enjoyed the material because they found a new athmosphere especially in the group activity. They were really active in doing the group activity. It was because they could discuss and solve the problem together. Besides, they liked picture series that were used in the activity, they were colourful. The pictures also could increase students' interest in learning and teaching of

writing procedure texts. The use of picture series could stimulate and generate students' ideas. Before they used picture series, it was rather difficult for them to find and generate the ideas. There were some comments dealing with the implementation of picture series in the first cycle. It could be seen in the interview transcript below:

R	: “ <i>Bagaimana tadi belajar pakai gambar?</i> ” <b>(What about learning using pictures?)</b>
S24	: “ <i>Bagus!</i> ” <b>(Nice, Miss)</b>
R	: “ <i>(Tertawa) “Bagus bagaimana maksudnya?”</i> ” <b>(Laughing) What do you mean by saying good?)</b>
S24	: “ <i>Ya bagus mbak. Asyik, gake ngebosenin terus lebih mudah buat nulisnya.</i> ” <b>(It’s good miss, fun, interesting then it made me easy to write )</b>
Appendix/Interview transcript 12	

From the interview transcript above, it could be said that the students felt that the media used in the class were suitable for them, they really liked it. The pictures also could increase students' interest in writing procedure texts. However, the students still found difficulties in using imperative sentence in the step. This fact is also supported by the following interview transcript.

R	: “ <i>Oke, terus tadi kan saya menjelaskan tentang generic structure, language featurenya procedure text, sudah paham belum ?</i> ” <b>(Okey, did you understand my explanation about the generic structure and language features in procedure text?)</b>
S30	: “ <i>Generic structurenya sih udah.</i> ” <b>(Yes, Miss. I quite understood the generic structure).</b>
R	: “ <i>Terus language featurenya gimana?</i> ” <b>(And, how about the language feature?)</b>
S30	: “ <i>Masih bingung sama buat instruksinya pake imperative verbs, Miss.</i> ” <b>(I still confused to make the instruction with using</b>

**imperative verbs, Miss )**

R : *“Ouh, kalo begitu besok kita latihan lagi. Sama dibaca-baca lagi handoutnya kan ada contoh-contohnya.”*

**(Ouh, we wil learn it more in the next meeting. Then, you’ve to read the handout. There were many examples of impeartive verbs)**

Appendix/Interview transcript11

#### 4. Summary

##### **The Improvement of Cycle I**

Based on what the researcher had planned, acted, observed and reflected in Cycle I, the researcher came to the following findings. The use of picture series made a positive influence to the students. It could be seen that there were changes in the teaching learning process especially in writing. The implementation of picture series could help the students to organize their ideas into logical development. They knew what they should write in its correct order parts of procedure text with the use of the picture series. Besides, the use of picture series was effective to attract the students in studying English. The students showed positive attitude during the teaching and learning process. They actively involved in the teaching and learning process. However, there were some problems occurred in Cycle I. The problems were: 1) There were some students who made noise during the lesson. 2) Some of the students were still confused with the teacher’s instruction. 3) There were some students who still made mistakes in terms of tense, word order and spelling. Besides, the students also were not aware of using capital letter in the beginning of the sentence and the punctuation.

## **C. Implementation of Cycle II**

### **1. Planning**

Based on the reflection in Cycle I, there were still problems that were not solved yet. Thus, the reseracher and the English teacher remained using the similar activities like in the first cycle, and the researcher also gave reward for the students.

#### **a. Giving a Model of Procedure Texts and Asking the Students to List the Difficult Words**

As the implementation of giving a model of procedure texts and listing the difficult words in cycle I was succesful to improve the students in understanding the generic structure and language feature of procedure text, the researcher decided to use this action again in cycle II. However, there were some students did not bring the dictionary while they comprehended the text. Thus, they got difficulty in finding the meaning of difficult words. They preferred to ask the meaning to their friend than found it in dictionary. Therefore, the researcher asked the students to bring their dictionary in the next cycle. So, it could help the students more easily to find the meaning.

#### **b. Implementing Picture-Series in the Class**

In this cycle, the researcher still planned to implement picture series to improve students' writing skills. During the implementation of picture series in the previous cycle, the students showed positive behaviour during the teaching and learning process. The students were active in doing the task in groups or individually. They were also interested in listening teacher's



explanation. Moreover, their writing skills also improved through the use of picture series. The students could generate ideas easily. They also could make sentences in the form of imperative sentence. However, there were some students who still confused to use imperative sentence. Therefore, those aspects need to be optimized in Cycle II. Furthermore, there were some technical problems during the teaching and learning process in Cycle I that needed to be fixed. There were some students who were noisy and confused about what they had to do. Considering these problems, in Cycle II, the researcher would have more courage to manage them. The researcher also would give instructions more clearly so it hopefully could minimize the students' confusion. During the implementation of the use picture series, the researcher would improve her role as a facilitator, so she had to facilitate and guide the students during the implementation of Cycle II.

### **c. Giving rewards to the students**

The researcher planned to give rewards for the students. She gave rewards for a group who obtained the highest point in the class. The point would be given for each answer from the member of the group and it would be calculated in the end of the lesson. However, the score were not always given to the students since they had to know the value of their learning , not only because of the scores. Besides, the researcher also gave rewards in the form of praises or good comments to the students. The researcher showed good respect to the students by giving good comments to the students when they tried to be active in the English teaching and learning process. When she walked around

in the class to check students' work. She often appreciated students' confidence when they tried to answer the questions. She gave comments such as "good, great, excellent, well done". The researcher considered that the reward would give positive impact for the students as it could improve students' self confidence in joining the teaching and learning process. As stated before in Cycle I, there were some students who were still shy in asking and answering the questions.

## **2. Implementations and observations**

There were two meetings in Cycle II to improve students' writing skill and also to overcome the previous problems that found in cycle I. The meetings were held on May 13<sup>th</sup> 2013 to May 15<sup>th</sup> 2013. These are following description of the actions.

### **a. 1<sup>st</sup> meeting**

This meeting focused on solving some problems found in Cycle 1. Based on the discussion with the English teacher, the researcher decided some solutions to solve it. She had the courage to manage the students. She also gave instructions more clearly and carefully in order to make them understand what they had to do in each activity. Like in Cycle I, the researcher began the lesson by greeting the students and checking students' attendance. After that, she reviewed the previous lesson. The students still remembered when the researcher asked about the generic structure, the purpose and the language features of the procedure texts although they sometimes looked at their notes.

After reviewing the last lesson, the researcher showed a picture “a glass of mango juice” as usual to build students’ background knowledge. She delivered some questions to the students. The students answered enthusiastically. Some minutes later, the researcher gave a model of procedure text entitled how to make mango juice. She asked one of the students to read aloud while the other student listened their friend. After reading the text, the researcher discussed the text together with the students. She asked the students to identify the generic structure, language feature in the text. The students actively participated in discussion. Then, she explained more about the use of imperative verbs, nouns or noun phrases, and sentence connectors in writing procedure text. The teacher made sure that the students understood the explanation. To know their understanding, the students are asked to complete the measurement based on the noun. Here, the researcher gave instructions more clearly and carefully.

Before the researcher gave the task, she explained more about the use of imperative verbs, nouns or noun phrases, and sequence words in procedure text. The researcher explained what they had to do in the task more carefully until the students really understood what they had to do.

Appendix/Field note 10

The following interview transcript also supported the field note above. From the field note and interview transcript above, it could be seen that the researcher did an action to solve the problems in Cycle I. She gave the students an instruction more clearly until they understood what they had to do. Unlike in Cycle 1, they were not confused anymore.

After they already understood the instruction, the students did the task enthusiastically. When the students did the task, the researcher walked around to check students' work. After the students finished doing the task, the researcher discussed the answers together. They were actively involved in discussing the correct answers. Next, the students were asked to compose the imperative sentences by finding the verbs first. After they got the words, they match the words the words provided. They did the task collaboratively. They looked at the pictures as guidance. The researcher moved around the class. She noticed that some students were able to use appropriate word choice. Then, After finishing the task, the researcher asked them to write their sentences on the black board. The students were active voluntary themselves to come forward and write the sentences. The researcher appreciate the students' self confidence by saying "good". However, there were some students still forget to use capital letters in the beginning of the sentence. Therefore, the researcher gave the next activity that was about revising the procedure text by considering some points such as the use of capital letter, punctuation effectively in the sentence. The students had to do the exercise in pairs. This activity was very easy for them. Thus, they did not consume many times to revise it. The researcher asked them to change their works with the other friend's works. She began to discuss the text with the students. After discussing the text, she asked them to submit the revision. Before the students were asked to write a procedure text, the researcher asked the students whether they wanted to ask questions or not. They confirmed that they had no

questions. The students came to the last activity. The researcher asked the students to make a procedure text based on the series of pictures. As usual, the researcher then explained what the students had to do. Firstly, they were asked to observe the series of pictures. Then, the researcher asked some questions. The first question was “What did the picture tell about?” The students directly mentioned the topic of the pictures together, it was “How to Make Lemon Tea Ice”. The other questions were about the action verbs, the nouns used in the text. Those questions reflected the generic structure of the procedure texts. Then, the researcher asked the students to do outlining and drafting based on the picture series. The researcher went around the class and helped the students if they needed help like finding the appropriate diction, correcting the form of verbs. The time was enough to them in writing a complete text which consisted of goal, ingredients and steps.

After 20 minutes, the researcher asked the students to submit their writing. Then she reviewed the lesson tried to remind the students again about the use of punctuation, spelling, capitalization in the sentence because those aspects were important in writing. The students seemed understood with the material given. The bell rang, the researcher finished the lesson by greeting the students.

After they submitted their's writing, the researcher tried to keep their mind of using capital letter in the beginning of the sentence. They said that they already understood actually. But, they often forgot to use it. After that, the researcher asked the students whether they understood the materials or not. They said that they understood. The bell rang, the researcher ended the lesson.

Appendix/Field note 11

**b. 2<sup>nd</sup> meeting**

The last action in Cycle 2 was conducted on May 15<sup>th</sup> 2013. In this meeting, as usual the researcher began the class by greeting the students, checking students' attendance and reviewing the materials in the previous meeting. After they were ready to start the class, the researcher led the students to look the picture given. It was a single picture "food". The students were very interested when they looked at the picture. Then, the researcher asked some questions about the picture. The students tried to answer it enthusiastically. After that, the researcher gave a text entitled "how to make fried cassava". The researcher asked the students to read and tried to find difficult words in the text. The researcher asked the students to use the dictionary when they found difficult words. However, there were some students who did not bring the dictionary. Therefore, the researcher asked one of the students to go to the library then borrowed some dictionaries. After they got dictionary, they continued their activities. Some minutes later, the students finished their reading. Next, the researcher asked some questions related to the text to check their understanding. The students could answer teacher's questions easily. It showed that the students understood the material. Before the researcher gave another exercises, the researcher explained more about the use of imperative sentence in writing procedure text. They listened to the researcher's explanation carefully. Sometimes when the researcher explained, she asked whether the students understood or not. They stated that they understood the explanation. To check their understanding, the researcher

asked them to fill the blank spaces in the sentences with using action verbs provided in the box. They did the task in groups of four. They did the task seriously. After they finished the task, the researcher discussed the task together with the students. They took part in the discussion. Next, the researcher gave words search activity. The students were divided into 8 groups. They had to find the imperative verbs in puzzle based on the pictures. The researcher told that the first group which had finished it sooner would be the winner. The students were really interested to do the task. After the researcher got the winner, the researcher continued to the next task. The students were asked to arrange jumbled words into correct sentences in pairs. There were nine sentences that should be arranged. After they understood the teacher's instruction, they started to do the task. When they were doing the task, the researcher walked around the class to check their work. She noticed that the students were interested in doing the task. After finishing the task, the students are asked to write down the sentences on the black board. Some of the students raised their hand then began to write their sentences on the black board. They were more enthusiastic in answering the task. It could be seen in the following note.

There were some students who wanted to answer teacher's questions voluntarily. After they did it, the researcher asked the students to give applause and then she said "good" and "great".

Appendix/Field note 12

Then, the researcher checked their work. Most of the students did the task well. They could arrange the words easily. Before the researcher gave the last

activity, she reviewed all the materials that they have learnt before such as the generic structure, the language feature of a procedure text. The researcher asked the students whether they still had difficulties or not. She intended to make sure that the students understood the materials. Finally, the students were asked to make a procedure text based on the picture series given. Here, the researcher helped them in gathering the important informations from the picture. She delivered some questions to help the students in getting the information. After they got the information, they tried to make it into sentence. The researcher noticed that the students did the task seriously. Five minutes left, the researcher asked the students to submit their works. After that, she also reminded them to prepare for the post-test in the next meeting. The bell rang, the researcher ended the lesson by saying goodbye.

### **3. Reflection**

The final reflection was done by the researcher after all actions had been implemented. The data of the reflection in Cycle 2 were obtained from the observation note and interview with the both students and teacher as a collaborator. They are described as follows.

#### **a. Giving a model of procedure text and asking the students to list difficult words.**

Referring to the observation and interview, the students got better in understanding the text. They were enthusiastic to answer teacher's questions. Furthermore, asking the students to list difficult words in text was useful to



enrich students' vocabulary. Then, they opened their dictionary to find the meaning. In previous cycle, some problems happened during the implementation of the actions. First, some of the students were noisy. Based on the observation and interview, this problem happened because the researcher got difficulties in managing the class. Then, some of students did not bring dictionary while they were asked to find the meaning of the difficult words. They borrowed their friend's dictionary or asked it to their friends. Thus, the students were noisy. Then, the English teacher gave me an advice. She said that the researcher should have more courage to manage the students.

In Cycle II, the researcher tried to have more courage than before. She tried to speak and manage the students better. When there were students who made noise, she tried to admonish them courageously. This effort was effective. The researcher could minimize the students' noise in Cycle II. Then, she also asked the students to bring their dictionary during the teaching and learning process.

Overall, the researcher and the English teacher argued that giving a model of procedure text and listing the difficult words were effective to make the students understand the text well.

#### **b. Implementing Picture Series in the Class**

By looking at the data from the interview, the students showed positive behaviour during the teaching and learning process. They were enthusiastic to do the tasks in each meeting. Thus, the use of picture series were effective to attract students' attention. This action was one of the reasons why they

enjoyed the teaching and learning process. However, there were some students who were confused about what they had to do in some activities. Based on the reflection in Cycle I, it was because the researcher's instruction was not clear. So, the researcher tried to give instruction more clearly and carefully in each activity in Cycle II. In fact, the students were understood on what they had to do. In doing each activity, the students work both in pairs and groups. Group activity was aimed to help the students in doing the task collaboratively because they could share together about the task and solve it easily. Besides, they also had to individual activity. It was expected that the students could write a procedure text by themselves correctly to measure the students' skills in writing procedure texts. It could be seen from the following interview transcript.

- |    |  |
|----|--|
| R  | : " <i>Gambarnya gimana? Jelas gak?</i> "<br>(What do you think about the pictures? Are they clear enough?)  |
| S7 | : " <i>Jelas, bagus, jadi gak bosen juga ngerjain latihannya</i> "<br>(The pictures were clear and cool. So, we enjoyed doing the task)                            |
| R  | : " <i>Menurut kamu dengan menggunakan media gambar bisa gak membantu kamu dalam menulis?</i> "<br>(Do you think that the use of picture could help you to write?) |
| S7 | : " <i>Bisa banget, jadi jelas apa yang mau ditulis, Miss.</i> "<br>(Absolutely, yes Miss, we got the ideas easily when we're writing )                            |

Appendix/Interview transcript 13

### c. Giving rewards to the students

The implementation of this action was successfully in improving the students' involvement during the writing teaching and learning process,

especially in increasing their confidence in answering the questions and sharing their ideas. Some of the students voluntarily in answering teacher's questions in order to get the point so that they automatically built their confidence. Furthermore, the researcher also tried to appreciate and support students' involvement in English learning. When the students did the task well, the researcher tried to appreciate their work by saying "good or great" to the students. Thus, they enjoyed the activity. The discussion of this action is described in the following interview transcript.

- |   |  |
|---|--|
| R | : <i>"Lalu tentang pemberian rewardsnya bagaimana bu?"</i><br><b>(So...how about giving rewards Ma'am? Don't we need it?)"</b>   |
| T | : <i>"Wah,,ya harus dipake lagi mbak, itu sangat membantu siswa biar bisa semangat lagi. Mereka merasa senang dengan adanya reward khususnya pada pemberian point mbak karena ini merupakan sesuatu yang baru yang belum pernah mereka dapatkan sebelumnya. "</i><br><b>(It must be often used, because it was helpful for the students in order to motivate them. They felt happy when given the rewards especially the point that was given because the action was a new atmosphere for them that they never got it before).</b> |

Appendix/Interview transcript 3

From the interview above, the goal of the teaching and learning process was achieved. Generally, the goal could be achieved since all the students were actively involved in the teaching and learning process and they improved their writing skill. The students felt more confident in answering teacher's question.

Regarding this finding, the collaborator stated that the implementation of giving rewards were effective since there were many students were not shy in answering teacher's questions. The researcher did not give points to the students in every activities. Since the students had to know the value of their

learning. The students had to have their intrinsic motivation beside of the extrinsic motivation. The learn English not because of the rewards or the points but they had to know the meaning of their learning.

#### **4. Summary**

##### **a. The Improvements of Cycle II**

The results of Cycle II also brought improvements on writing. In Cycle I, the improvements of the students' writing were not really satisfactory. There were some students who made mistakes in using tense, spelling and word order. Besides, they also were careless in using capital letters and punctuations in the sentence. In Cycle II, there was a better improvement in their writing.

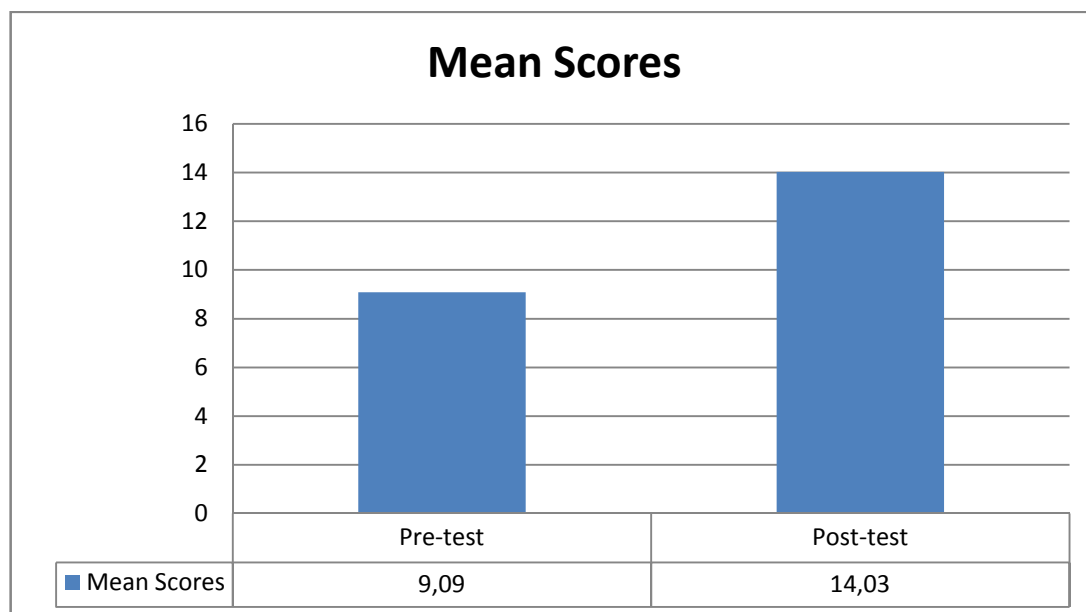
In Cycle II, the students' writing was better in terms of organization and content. The students had only few mistakes in using appropriate vocabulary, spelling and language use. Furthermore, the researcher could minimize the students' confusion in understanding teacher's question. In Cycle II, she tried to use simple instruction. Beside, the action of giving points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved in each activity actively. They were enthusiastic to answer the teacher's questions.

##### **D. The students' writing score**

The implementation of picture series and its accompanying actions were effective to improve students' writing skill through two cycles consisting two meetings on each cycle as has been stated before. The finding could be regarded from the observations during the teaching and learning process, the

interviews with the students and the English teacher as a collaborator. Moreover, it was also supported by the result of the pre-test and post-test score of the students' writing skill. The pre-test was conducted on May 6<sup>th</sup> 2013. The students were asked to write a procedure text. The theme of the test was "How to Make a Drink". They did the task individually. In doing the task, the students were allowed to open dictionary in helping them to write.

Meanwhile, the post test was conducted on May 16<sup>th</sup> 2013. They had to write a procedure text about how to make a scrambled egg based on the picture series given. In doing this post-test, the researcher as usual helped them in gathering some information from the pictures. Then, they composed it by themselves. The researcher gave them an opportunity to open their dictionary. They looked very enthusiastic to do the task. They could generate their ideas more easily by looking at the picture. They also could write a text in good order. To assess the students' writing skill in the pre-test and post-test, the researcher used a rubric which involved five aspects of writing, such as content, organization, language use, vocabulary and mechanic. The result of the pre-test and post-test could be seen in the following table.



The result of pre-test at the beginning of the research showed that the mean scores of students' writing procedure was 9.09. Compared to the mean score in the post-test which was 14.03, it was 5.04 points higher. In other words, the students' writing skills of procedure texts had improved after the use of picture series in the class.

### **E. Discussion**

As the final reflection, the English teacher and the researcher collaboratively discussed the result of the research. They drew a conclusion that the use of picture series could be the effective way to help students in writing the procedure text. In other words, picture series could improve students' skills in writing procedure texts. The significant result of the research were obtained from the field notes, interview transcripts, documentation, and sample of the students' works.

From the interview at the reconnaissance stage, it can be implied that students assumed English as a difficult subject, especially writing. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by using picture series in combination with group activities in the class. The aim of this solution was to motivate the students to do their writing with enjoyment. The use of picture series could promote the students' positive behaviour during the learning process. The students seemed more enthusiastic to write. They actively participated in writing process. Moreover, the use of picture series also could attract their attention so that they could enjoy the learning. Thus, they could change their assumption that writing was difficult and boring. Besides, they also had difficulties in generating their ideas in good organization. By using picture series, the students could organize their ideas more easily. They could write the text in the correct order ( goal, materials/ ingredients and steps ). Meanwhile, the students also found difficult in vocabulary usage, grammatical features, punctuation and capitalization. The researcher gave a model and asked the students to list the difficult words which were combined with group work. This activity could help them in solving their problems in terms of vocabulary usage, grammatical usage, punctuation and capitalization. Therefore, the English teacher and the researcher decided to use picture series combined with group work in improving students' writing skills.

Regarding the finding of Cycle II that all actions were effective to improve the students' writing skills and the objective of the research was achieved, the

researcher and the collaborator agreed to end this research in Cycle II. In summary, the differences in writing teaching and learning process during Cycle I and Cycle II could be seen in the following table.

**Table 4: The differences in Writing Teaching and Learning Process During Cycle I and Cycle II**

No	Pre-Condition	After Cycle I	After Cycle II
1.	Many of the students had no idea about what they are going to write.	Some students were able to develop the topic based on the picture series given. However, they wrote limited and unclear directions to be followed.	Most of the students were able to write various titles of procedure text that they never learned.
2.	The students were not interested in the writing teaching and learning process since there was limited media used by the teacher.	Some students were actively involved the teaching and learning process of writing.	All of the students were actively involved the teaching and learning process. They were enthusiastic to do each activity in every meeting.
3.	Some students wrote the parts in the wrong order.	Some students were able to write the text with its correct order of parts (goal, materials, and steps) based on the picture series given.	Most of students were able to write the text in good organization.
4.	Some of students did not begin the instructions with the imperative verbs.	Some students already used imperative verbs to begin the instructions.	Most of the students made a few errors in making sentences with imperative verbs.
5.	They students had very limited word choices.	Some students could use correct word choice.	Most of the students were able to write various topics with a range of word choices.
6.	Many students did not use capitalization, commas, and full stops. They made lot of misspelling.	Some students were aware of using capitalization and spelling. Although they still missed the full stops.	Most of the students had improved their mastery of mechanics.



## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

This chapter presents conclusions, implications and suggestions for teacher and other researcher to conduct another study with similar topic.

#### **A. Conclusions**

The research used picture series to improve students' writing skill. It was done in two cycles consisting of two meetings on each cycle. In both Cycles, the researcher implemented picture-series and some other actions, such as giving a model of procedure text and listing difficult words and giving rewards. The research began on May 6<sup>th</sup> 2013 and ended on May 16<sup>th</sup> 2013.

Before the actions were conducted, the students considered writing as a difficult lesson. The English teacher always used LKS as the main learning material and mostly asked the students to do the task in LKS. So, the students got bored during the teaching and learning process. It could be seen from the class observation that the researcher did before conducting the ctions. As result, the students tended to be reluctant to get involved since they told that they never had an interesting media to be used in writing skill.

Considering those problems, the researcher arranged the strategy to overcome it using picture series. Picture series were chosen to create a new athmosphere which required the students to work collaboratively and individually. It was hoped that the students' interest in writing got improved by implementing picture series. The researcher used picture series to help the students in stimulating and generating their ideas into good organization. Based on the result in the previous chapter, it could be concluded that the use of picture series

evidently improve the students' skills in writing procedure texts. The improvement could be seen in some points. First, the use of picture series was helpful to organize students' ideas in good order. After they got picture series, they were stimulated to write. Second, the use picture series could decrease students' problems in writing procedure texts in terms of grammar, vocabulary and punctuation with other supporting activities during the implementation. The last, the students were actively involved in the process of teaching and learning. Here, picture series were able to enhance the students' interest in writing. It could increase students' involvement during the teaching and learning process.

Moreover, the use of picture series created a new atmosphere for the students in the classroom. It is because picture series had two important points. Those are practicality and clarity. Because of those two points, the students showed positive progress during the teaching and learning process. It could be seen in the result of the test. The mean score of the pre-test was 9.09 while the mean score of the post-test was 14.03. The gain score of the means is 5.04, it could be concluded that there was improvement in the students' skills in writing procedure texts after picture series were used to teach.

## **B. Implication**

1. The implemetation of picture series could improve students' skills in writing procedure texts. It is because the use of picture series in the materials and writing practice could generate students' ideas. Picture series provided an image that the students could easily to follow. By seeing the series of picture, they could esily generate ideas into a chronological order.

Beside, the pictures were colorful. Thus, the students loved it. It implied that the English teacher needs to use picture series in order to improve students' skills in writing.

2. The implementation of picture series and other accompanying actions such as giving a model, listing the difficult words and giving rewards were effective to improve students' writing skills. It could be seen from the improvements of students' writing score in the pre-test and post-test. The mean score were improved from 9.09 to 14.03. It implies that the teacher need to use picture series in teaching writing.
3. The implementation of picture series could promote the students positive attitude toward the teaching learning process. Most of the students were actively involved in teaching and learning process. They became enthusiastic to do the wrting task. They also enjoyed the learning process. The teaching strategies of using picture series increased the students' enthusiasm in the teaching and learning process of writing. It implies that the teachers need to implement picture series in their teaching and learning process of writing. However, the teacher must be creative to design the activities with various media because it can attract students' attention in learning writing.

### **C. Suggestions**

After implementing the picture series, the researcher have some suggestions for the English teachers and for further researchers to be considered.

#### **1. For English teachers**

It is suggested for the English teachers to use picture series in teaching writing procedure texts since the result of the research showed that picture series were useful to help students in generating the ideas. The students could write the procedure text in a good order. Besides, the use of picture series also promotes the students' positive behaviour during the teaching and learning process. The learning using picture series was able to enhance the students' interest and preference to do writing activities.

#### **2. For other researchers**

The results of the research were expected to encourage other researchers to conduct further study dealing with writing skills or picture series for other skills. Further researchers are recommended to use picture series on different grades of education level such as junior/senior high school level to see the effectiveness of using picture series in composing procedure texts. Further researchers also may conduct research on other genre of texts to improve their writing skills in different kind text.

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## **APPENDICES**

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**APPENDIX A**  
**Field Notes**

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### FIELD NOTES

**No.** : FN.01  
**Hari,Tanggal** : Sabtu, 31 Maret 2013  
**Jam** : 09.00 a.m.  
**Tempat** : SMP N 3 Mertoyudan (Ruang Kepala sekolah)  
**Kegiatan** : Meminta ijin penelitian  
**Responden** : P : Peneliti  
                   KS : Kepala Sekolah

1.	P datang ke sekolah pada pukul 08.00 kemudian bertemu dengan SS. P mengutarakan bahwa P ingin bertemu dengan KS. SS menerima dan menyuruh P untuk menunggu di ruang tamu. SS menyuruh P untuk masuk ke ruangan KS. KS menyambut P dengan sangat baik. P kemudian menyampaikan maksud kedatangannya untuk meminta ijin melakukan penelitian di SMP N 3 Mertoyudan. P mengutarakan bahwa sebelumnya P ingin melakukan observasi terlebih dahulu.
2.	KS menjelaskan bahwa P dapat melaksanakan observasi dan penelitian di kelas VII dan VIII saja. Hal ini disebabkan kelas IX sedang mempersiapkan UN. KS memberitahukan prosedur penelitian yang harus P penuhi.
3.	KS memberikan izin untuk P melaksanakan penelitian. KS memperkenalkan P kepada GBI. Tapi salah satu GBI sedang mengikuti seminar. Jadi, KS menyarankan P untuk kembali ke sekolah besok pagi untuk bertemu GBI.
4.	P berterima kasih dan berpamitan dengan KS.

**No.** : FN.02  
**Hari,Tanggal** : Rabu, 3 April 2013  
**Jam** : 08.30 a.m.  
**Tempat** : Ruang Kepala Sekolah, Ruang Guru  
**Kegiatan** : Meminta ijin penelitian  
**Responden** : P : Peneliti  
                   GBI : Guru Bahasa Inggris  
                   KS : Kepala Sekolah  
                   SS : Staf Sekolah

1.	P sampai di sekolah dan langsung bertemu dengan SS. P menyatakan maksudnya untuk bertemu kembali dengan KS. SS langsung mengantar P bertemu dengan KS. KS mempersilahkan P untuk duduk di ruang tunggu.
2.	KS menyuruh P untuk menunggu sejenak. Kemudian GBI datang dan KS memperkenalkan saya dengan GBI. KS memberitahukan bahwa P akan melakukan penelitian di sekolah. KS menyerahkan P kepada GBI untuk lebih lanjutnya.
3.	GBI dan P berpamitan dengan KS dan beranjak ke ruang guru. GBI dan P

	berdiskusi untuk menentukan kelas yang cocok untuk P melakukan penelitian.
5.	GBI menyarankan P untuk melakukan penelitian di kelas VII C.
6.	GBI menyatakan bahwa anak-anak kelas VII masih kesulitan dalam belajar bahasa Inggris. Terutama dalam hal kosa kata yang masih kurang dan penggunaan tenses. GBI menjelaskan bahwa anak-anak masih lemah dalam menulis dibanding berbicara. GBI menjelaskan bahwa anak-anak kesulitan dalam mengembangkan idenya, menyusun kalimat serta kosa kata yang sedikit.
7.	P meminta izin untuk melakukan observasi serta melakukan interviu kepada anak-anak.
8.	GBI menyarankan P untuk melakukan observasi pada hari Rabu.
9.	P berterima kasih dan pamit kepada GBI

**No. : FN.03**  
**Hari,Tanggal : Sabtu, 6 April 2013**  
**Jam : 07.05 a.m**  
**Tempat : Ruang Guru**  
**Kegiatan : Observasi**  
**Responden : P : Peneliti**  
**GBI : Guru Bahasa Inggris**

1.	P sampai di sekolah pukul 06.45. P langsung menuju ruang guru dan bertemu dengan GBI. Bel berbunyi tanda siswa akan memulai pelajaran. GBI dan P berjalan menuju kelas VII C. GBI membuka kelas dengan mengucapkan salam. Hanya beberapa siswa yang menjawab salam GBI. GBI menyuruh anak-anak untuk mendengarkan dan memperkenalkan P kepada siswa. GBI mempersilahkan P untuk duduk di belakang untuk mengamati proses pembelajaran.
2.	GBI menanyakan apa ada tugas. Anak-anak menjawab tidak ada. GBI melanjutkan menyuruh anak-anak untuk membuka LKS yang berjudul “PAKAR”. GBI menyuruh siswa untuk mempelajari contoh dari teks procedure. Lalu GBI menyuruh seorang siswa untuk membaca teks tersebut dengan nyaring, sedangkan siswa yang lain mendengarkan. Namun, hanya beberapa siswa yang memperhatikan instruksi GBI. P melihat banyak siswa berisik ketika temennya sedang membaca teks. GBI menyuruh seorang siswa untuk membaca sebuah text dan menyuruh anak-anak yang lain untuk mendengarkannya. Ketika GBI menjelaskan teks tersebut terlihat beberapa siswa mengobrol dengan temannya dan melakukan sesuatu hal yang mengganggu teman lainnya. Dalam menjelaskan materi GBI tidak menggunakan media yang menarik.
3.	Banyak siswa yang tidak memperhatikan penjelasan GBI. Siswa terlihat bosan saat pelajaran. Hal ini dapat dilihat dari adanya siswa yang meletakkan kepalanya di atas meja, mengobrol dengan siswa lainnya dan ada pula yang mengerjakan tugas lain. Oleh karena itu, pada saat guru

	menanyakan beberapa pertanyaan terkait teks tersebut, siswa terlihat bingung. Hanya beberapa yang mencoba untuk menjawab sementara yang lainnya hanya diam. Setelah menanyakan beberapa pertanyaan kepada siswa, GBI menulis beberapa kosa kata di papan tulis. Kemudian GBI menyuruh siswa untuk mencatatnya di buku. Setelah siswa selesai mencatat, GBI mengucapkan dan menyuruh siswa untuk mengikuti ucapannya. Setelah itu, GBI menyuruh siswa untuk menghafal kosa kata yang diberikan sebagai PR untuk pertemuan berikutnya.
4.	Setelah itu GBI meminta siswa untuk mengerjakan latihan di LKS dan menulis jawaban mereka di papan tulis. Beberapa siswa terlihat bingung saat mengerjakan latihan tersebut. Hal ini dapat dilihat dari hasil latihan dan situasi saat siswa mengerjakan latihan. P melihat banyak siswa yang mencontek pekerjaan temannya. Hasil tulisan mereka kurang baik. Banyak siswa melakukan kesalahan terutama dalam <i>generic structure</i> dari <i>procedure text</i> . P melihat banyak dari siswa yang masih menggunakan bahasa indonesia.
5.	Bel berbunyi, waktu untuk pelajaran bahasa inggris telah selesai. Sebelum meninggalkan kelas GBI mengingatkan siswa kembali untuk menghafal kosa kata yang telah diberikan sebagai PR di pertemuan berikutnya. GBI mengakhiri pelajaran dengan mengucapkan salam.

**No.** : FN. 04  
**Hari, tanggal** : Sabtu, 6 April 2013  
**Jam** : 09.30 a.m.  
**Tempat** : Ruang kelas VII C  
**Kegiatan** : Observasi  
**Responden** : P : Peneliti  
                  GBI : Guru Bahasa Inggris  
                  S : Siswa

1.	Setelah bel istirahat berbunyi, P bertemu dengan GBI di ruang guru.
2.	P kemudian berdiskusi dengan GBI tentang solusi yang tepat untuk menanggulangi masalah siswa dalam menulis.
3.	P menjelaskan tentang hasil observasi dan memaparkan masalah-masalah selama proses belajar mengajar
4.	P berterima kasih dan berpamitan pulang.

**No.** : FN. 05  
**Hari, tanggal** : Senin, 4 Mei 2013  
**Jam** : 07.00 a.m.  
**Tempat** : SMP N 3 Mertoyudan, Ruang Kepala Sekolah  
**Kegiatan** : Menyerahkan surat penelitian  
**Responden** : P : Peneliti  
                  GBI : Guru Bahasa Inggris

1.	P sampai di sekolah pukul 08.00 dan langsung meminta izin untuk bertemu dengan KS.
2.	KS mempersilahkan duduk. P menjelaskan kepada KS bahwa P akan melakukan penelitian di kelas VII berdasarkan hasil observasi dan diskusi dengan GBI. P memberikan surat izin penelitian dari kampus dan memberikan proposal penelitian kepada KS. P mengucapkan terima kasih dan pamit kepada KS.
3.	Kemudian P bertemu dengan GBI di ruang guru. P menyerahkan RPP untuk <i>Cycle 1</i> kepada GBI untuk diteliti.
4.	GBI memberitahukan bahwa P sudah bisa melakukan penelitian pada hari senin.
5.	P menyampaikan bahwa sebelum memulai penelitian. P akan memberikan pre-test.
6.	GBI menyetujui hal tersebut. P mengucapkan terima kasih dan berpamitan dengan GBI.

**No.** : FN. 06  
**Hari, tanggal** : Senin, 6 Mei 2013  
**Jam** : 07.05 a.m  
**Tempat** : Ruang kelas VII C  
**Kegiatan** : Pre-test  
**Responden** : P : Peneliti  
                  S : Siswa

1.	P sampai sekolah pukul 06.40 dan langsung bertemu dengan GBI untuk memberikan contoh pre-test yang akan diberikan kepada siswa.
2.	Setelah bel berbunyi, P dan G menuju kelas VII C untuk memberikan <i>pre-test</i>
3.	P memberikan salam dan menyapa siswa
4.	P menuntun siswa untuk berdoa
5.	P memperkenalkan diri kepada siswa dan menjelaskan apa yang akan dilakukan.
5.	P mengecek kehadiran siswa
6.	P menyuruh salah satu siswa untuk membagikan lembar pre-test.
7.	Salah satu siswa membagikan lembar pre-test.
8.	P memberikan instruksi tentang apa yang harus dilakukan oleh siswa.
9.	Siswa terlihat kesulitan dalam memulai untuk menulis. Mereka terlihat bingung.
	Saat P berkeliling menuju tempat duduk siswa, beberapa siswa meminta P untuk membantu mengartikan kata dalam bahasa Inggris seperti "Miss bahasa Inggrisnya membuat apa? Atau "Miss bahasa Inggrisnya cangkik opo?"
10.	Setelah selesai, siswa menyerahkan hasil tulisan kepada P.
11.	P melakukan interview dengan beberapa siswa di sisa waktu tentang kesulitan yang dialami saat menulis.
12.	Bel berbunyi waktu pelajaran habis, P menutup pelajaran dengan

	mengucapkan terima kasih dan salam.
13.	P dan G kembali menuju ruang guru.
14.	P berpamitan dan berterima kasih kepada GBI

**No** : FN. 07  
**Hari, tanggal** : Rabu, 8 Mei 2013  
**Jam** : 07.00 a.m.  
**Tempat** : Ruang guru dan kelas VII C  
**Kegiatan** : Cycle 1, pertemuan pertama  
**Responden** : P : Peneliti  
**GBI** : Guru Bahasa Inggris

1.	P datang ke sekolah pukul 06.45 kemudian P ke ruang guru untuk menemui GBI
2.	GBI bertanya kepada P tentang kesiapan P menghadapi siswa di kelas nanti.
3.	Sambil menunggu bel masuk berbunyi, P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
4.	P masuk ke kelas pada pukul 07.00. Terlihat beberapa siswa laki-laki masih berada di luar kelas.
5.	GBI memanggil siswa laki-laki di luar dan memarahi mereka. “Besok-besok kalau udah bel langsung masuk”. GBI mempersilahkan P untuk mengajar. GBI duduk di belakang.
6.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
7.	Semua siswa hadir dan salah satu siswa bernama Joko memimpin doa.
8.	P memberikan handout kepada siswa.
9.	P menyuruh siswa untuk melihat gambar yang ada di handout.
10.	Salah satu siswa berbicara “ Wah,enak tuh miss”. Beberapa siswa terlihat antusias melihat gambar-gambar yang P berikan.
11.	P kemudian bertanya “ what do you think about the picture ? what is it ?”. Beberapa siswa menjawab “ager-ager miss”. Terlihat siswa-siswi antusias dalam menjawab pertanyaan yang P berikan. “Have you ever made it before?” Salah satu siswa bernama Ria “yes yes yes, Miss” menjawab sedangkan yang lain terlihat masih diam. “Do you know how to make it?”, beberapa siswa menjawab “yes” and “no” saja. P mengungkapkan tujuan pelajaran hari itu yakni menulis teks <i>procedure</i> . P menanyakan kepada siswa “do you know what procedure text is?”. “Cara buat makanan gitu, Miss”. “yes, that’s right” itu salah satu bentuk teks <i>procedure</i> . P menjelaskan tentang <i>social function</i> dari teks <i>procedure</i> dan contoh-contoh penggunaan <i>procedure</i> dalam kehidupan sehari-hari.
12.	P melanjutkan dengan memberikan handout yang berisi materi tentang <i>procedure text</i> yang berjudul “How to make a jelly” dan gambar berseri yang menjelaskan urutan dalam membuat jelly. Siswa terlihat sangat memperhatikan dan tertarik dengan gambar yang diberikan P.

13.	P menyuruh seorang siswa untuk membaca teks sementara siswa lainnya mendengarkan temannya. Setelah selesai P menyuruh siswa untuk mencari kata-kata yang sulit yang ada di dalam teks.
14.	Ada beberapa yang menggunakan kamus untuk mencari kata-kata yang sulit tersebut. Adapula yang bertanya kepada P. Pada saat menjawab pertanyaan siswa P tidak secara langsung menjawab arti dari suatu kata, P memberikan clue agar siswa dapat menebaknya. Siswa terlihat mengerti tentang isi procedure tersebut.
15.	Setelah itu, P memberikan penjelasan tentang <i>generic structure</i> dari teks tersebut dan apa yang harus ditulis dalam teks procedure.
16.	P kemudian melanjutkan penjelasannya tentang <i>language features</i> dari teks tersebut seperti; penggunaan <i>imperative verbs, nouns, and sentence connectors</i> .
17.	Siswa terlihat sangat memperhatikan P tetapi ada beberapa siswa yang duduk dibelakang sedang berbicara dengan sebangkunya.
18.	P kemudian menanyakan apakah siswa mengalami kesulitan atau tidak. Siswa menjawab “ tidak”.
19.	P kemudian meminta siswa untuk mengidentifikasi elemen-elemen yang ada dalam teks procedure baik itu <i>susunan teks</i> procedure, <i>penggunaan imperative verbs, nouns, dan sequence words</i> .
20.	Siswa bisa menunjukkan <i>imperative verbs</i> yang ada dalam teks tersebut walaupun belum semua siswa aktif dalam merespon perintah P.
21.	P kemudian melanjutkan dengan menyuruh siswa untuk menjawab beberapa pertanyaan tentang isi teks tersebut secara lisan. P memberikan kesempatan kepada siswa untuk menjawab, tetapi mereka masih terlihat malu-malu untuk mengangkat tangan dan menyampaikan jawabannya. Sehingga P menunjuk seorang siswa untuk menjawab dan membahas pertanyaan berikutnya secara bersama-sama.
22.	Setelah itu P melanjutkan dengan memberikan picture series “ how to make Pizza”, kemudian siswa harus mengklasifikasikan kata-kata yang ada di box. Kegiatan ini bertujuan untuk memperkaya kosa-kata yang miliki. Siswa aktif berdiskusi dengan teman-temannya. Setelah selesai, P menyuruh siswa untuk menulis hasil diskusi mereka di papan tulis. Beberapa siswa saja yang maju. Sedangkan siswa lainnya masih terlihat malu-malu untuk menuliskannya. Sehingga P harus menunjuk beberapa siswa lagi. Kemudian P membahas pekerjaan siswa secara bersama-sama. P juga mencoba untuk memastikan bahwa mereka mengetahui arti dari tiap-tiap kata dengan memberika pertanyaan “ <i>how about the meaning of slice? Ss menjawab “iris, potong, Miss.”</i> kalo “ <i>sprinkle?</i> ” Ss menjawab “ <i>kuwi loh Miss ditaburi gtu</i> ”. Kemudian R melanjutkan latihan berikutnya dengan menyuruh siswa untuk mengurutkan teks yang acak menjadi sebuah teks yang benar. Siswa aktif berdiskusi kembali. Mereka terlihat antusias dalam mengerjakan latihan tersebut. Setelah beberapa menit berlalu, P menunjuk satu grup untuk menuliskannya di papan tulis. Sementara siswa lainnya memperhatikannya. Setelah mereka selesai menulis, P membahas tulisan mereka. Ss bisa mengurutkan dengan benar

	<i>teks tersebut. Setelahnya, P menyuruh Ss lainnya untuk mengidentifikasi penggunaan imperative verbs pada teks yang sudah diurutkan di papan tulis. Beberapa Ss maju menggaris bawahi kata-kata tersebut. Mereka dengan mudah mengidentifikasi imperative verbs dan sequence words dalam teks tersebut. P menanyakan apakah ada kesulitan terkait latihan yang telah diberikan. Ss menjawab “ tidak”.</i>
23.	<i>P membagikan series of picture tentang “how to make an instant noodle”. Ss merespon “ wah gampang kie, Miss”. Sebelum menulis P menyuruh siswa untuk menjawab pertanyaan yang tersedia di dalam picture. Kegiatan ini akan membantu siswa dalam mendapatkan informasi yang dibutuhkan untuk menulis nantinya. Terlihat siswa berdiskusi bersama-sama. Dan mencoba menuliskan informasi yang mereka dapatkan. Kemudian, P memandu siswa untuk menemukan jawaban dari pertanyaan yang diberikan. Kemudian, Ss diminta untuk menyusun informasi-informasi tersebut menjadi kalimat. Pada saat mereka menulis, P berkeliling kelas untuk memonitoring siswa. Beberapa siswa bertanya kepada P apa yang mereka kerjakan sudah benar. P meminta siswa untuk melanjutkan kegiatan tersebut di rumah.</i>
24.	<i>P menanyakan apakah siswa mengalami kesulitan dalam menulis. Karena tidak ada pertanyaan dari Ss, R mengulas kembali materi dengan singkat sekaligus mengecek pemahaman Ss. Karena Ss telah mengerti procedure teks, P mengingatkan untuk mengerjakan tugas mereka.</i>
25.	<i>Bel berbunyi, P menutup pelajaran dengan menyuruh siswa-siswi untuk terus belajar. P mengucapkan terima kasih dan berkata “oke,class” “see you”.</i>

**No.** : FN. 8  
**Hari, tanggal** : Rabu, 8 Mei 2013  
**Jam** : 08.30 a.m  
**Tempat** : Ruang guru  
**Kegiatan** : interview  
**Responden** : P : Peneliti  
**GBI** : Guru Bahasa Inggris

1.	P dan GBI menuju ruang guru untuk melakukan <i>interview</i> .
2.	P menanyakan tentang pertemuan awal siklus pertama.
3.	GBI mengungkapkan bahwa siswa sudah mengerti tentang <i>procedure texts</i> . GBI mengungkapkan bahwa P terlalu cepat dalam menyampaikan materi.
4.	P dan GBI mendiskusikan untuk pertemuan selanjutnya.
5.	GBI memberikan <i>observation sheet</i> yang telah diisi.
6.	P pamit untuk melakukan <i>interview</i> kepada siswa pada saat istirahat.

No. : FN. 9  
 Hari, tanggal : Kamis, 9 Mei 2013  
 Jam : 07.05 a.m  
 Tempat : Ruang kelas VIIC  
 Kegiatan : Cycle 1, pertemuan kedua  
 Responden : P : Peneliti  
                   GBI : Guru Bahasa Inggris  
                   S : Siswa

1.	P datang ke sekolah pada pukul 06.45 dan menuju ke ruang guru untuk menemui GBI.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol dengan GBI. P memberikan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3.	P dan GBI masuk ke kelas pada pukul 07.00
4.	Terlihat seluruh siswa sudah berada di dalam kelas.
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.
6.	P menanyakan apakah tugas yang diberikan kemarin. Siswa menjawab “ya, Miss”.
7.	P meminta siswa untuk mengumpulkan pekerjaan tersebut. P menyuruh dua siswa untuk mengumpulkan hasil pekerjaan teman-temannya. P menanyakan apakah ada kesulitan dalam mengerjakannya.
	Setelah selesai, P melanjutkan dengan menanyakan tentang materi yang sedang dibahas pada pertemuan sebelumnya. Para siswa menjawab <i>procedure text</i> . Mereka menjelaskan bahwa pada pertemuan sebelumnya mereka belajar mengurutkan text yang acak menjadi text yang tersusun dengan baik. Serta mempelajari <i>language features</i> dalam <i>procedure text</i> yakni penggunaan <i>imperative verbs</i> dan <i>sequence words</i> .
	Setelah merasa cukup, P kemudian memberikan sebuah gambar baru tentang “How to insert a sim card into cellphone”
7.	P memberikan beberapa pertanyaan terkait gambar tersebut, kemudian P memberikan text <i>procedure</i> tentang “How to insert a sim card into cellphone”.
8.	P menyuruh siswa untuk membaca dan mencari kata-kata yang mereka anggap sukar. Kemudian mencarinya di kamus dan ada beberapa siswa yang langsung bertanya kepada P atau temannya. Beberapa siswa tidak membawa kamus. Sehingga mereka bingung untuk mencari arti katanya. Dan mereka memilih untuk bertanya kepada P dan kepada temannya. Mereka membuat suasana kelas menjadi ribut.
9.	Setelah selesai, P meminta siswa untuk menjawab beberapa pertanyaan yang terkait dengan teks tersebut secara lisan. Terlihat anak-anak masih malu-malu untuk menjawab pertanyaan yang P berikan. Padahal mereka sudah mengerti jawabannya. Kemudian P menunjuk beberapa siswa untuk menjawab pertanyaan tersebut.
10.	Sebelum masuk ke latihan berikutnya, P menjelaskan kembali tentang



	<p><i>generic structure</i>, penggunaan <i>imperative verbs</i>, <i>sequence words</i> yang ada pada teks <i>procedure</i>. Ss memperhatikan penjelasan R, namun ada beberapa Ss yang gaduh. Kemudian, P dan Ss bersama mengidentifikasi <i>generic structure</i>, <i>language features</i> dan <i>sequence words</i> dalam teks tersebut. Kemudian P menyuruh siswa untuk melengkapi sebuah teks <i>procedure</i> yang rumpang dengan menggunakan kata-kata yang tersedia dalam box. Dengan mengerjakan kegiatan ini siswa dapat menggunakan <i>imperative verbs</i>, <i>nouns</i>, dan <i>sentence connectors</i> dengan baik. Setelah selesai, P menyuruh siswa untuk menulis pekerjaan mereka di papan tulis. Kemudian, P mengoreksi tulisan siswa. Hampir seluruh kelompok menjawab dengan benar.</p>
11.	<p>Setelahnya, P menyuruh siswa untuk menemukan penggunaan <i>imperative verbs</i> di dalam teks “How to Make a Kite” dan mencari maknanya. Mereka berkelompok menemukan verbs tersebut. Mereka agak mengalami kesulitan untuk menemukan maknanya karena banyak siswa yang tidak membawa kamus. Sehingga mereka meminjam kamus temannya secara bergantian. P menginstruksikan kepada siswa untuk membawa kamus dipertemuan selanjutnya. Beberapa menit kemudian, siswa sudah selesai dan P menyebutkan verbs beserta artinya secara lisan. Beberapa siswa salah dalam mengucapkan verbsnya. P mencoba membenarkannya.</p>
12.	<p>Setelah selesai menemukan imperative verbs dalam tesk tersebut, P kemudian memberikan picture series “How to Make Jigsaw”. P menyuruh siswa merangkai kata yang acak menjadi instruksi yang benar. Ss dapat menggunakan pictures untuk membantu mereka dalam merangkai kata. Siswa terlihat sangat antusias dalam mengerjakan tugas tersebut secara berpasangan.</p>
13.	<p>Beberapa menit berselang, sebagian siswa sudah selesai mengerjakan tugasnya. P menyuruh beberapa siswa untuk menuliskan kalimat-kalimatnya di papan tulis. P mengoreksi tulisan siswa. Secara keseluruhan siswa sudah bisa membuat kalimat imperative, tetapi ada pula yang masih salah menyusun kalimatnya. Disamping itu merekapun masih lupa untuk menggunakan huruf besar dan penggunaan tanda baca pada kalimat yang mereka buat. Oleh karena itu, P memberikan penjelasan kembali tentang penggunaan imperative verbs. Dan mengingatkan siswa untuk tidak lupa menggunakan huruf kapital dan tanda baca. Setelah penjelasan dirasa cukup, P memberikan picture series “How to Plant a Seed”, dan menyuruh siswa untuk membuat procedure text berdasarkan gambar-gambar yang diberikan.</p>
14.	<p>P sebelumnya membantu siswa dalam mengumpulkan informasi dengan memberikan pertanyaan yang bisa membantu siswa dalam mengumpulkan informasi.</p>
15.	<p>Siswa mencoba untuk menyusun kalimat (draft) berdasarkan informasi yang mereka peroleh. P membantu siswa dalam proses menulis.</p>
16.	<p>5 menit sebelum bel berbunyi, P meminta siswa untuk mengumpulkan hasil menulis mereka.</p>
17.	<p>P memberikan <i>review</i> tentang <i>procedure texts</i> dan menanyakan apakah</p>

	siswa mengalami kesulitan dalam menulis.
18.	P kemudian menanyakan kesulitan siswa dalam menulis.
19.	Kesulitan siswa terletak pada <i>pilihan kata</i> dan <i>susunan kalimat</i>
20.	Sebelum menutup pelajaran, P mengingatkan kembali kepada seluruh siswa untuk membawa kamus di pertemuan berikutnya.
21.	P menutup pelajaran dengan memberikan salam.
22.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
23.	P menanyakan kepada GBI tentang penerapan <i>picture series</i> dalam menulis teks <i>procedure</i> . GBI menerangkan bahwa sejauh ini penerapan <i>picture series</i> sangat membantu siswa dalam menuangkan ide mereka. GBI melihat Ss sangat menikmati gambar yang ada. P menunjukkan hasil tulisan Ss. GBI melihat bahwa Ss sudah dapat membuat <i>pattern</i> teks <i>procedure</i> dengan benar. Hanya saja penggunaan <i>imperative verbs</i> dalam text masih kurang. GBI juga menambahkan bahwa kurang telitnya Ss dalam menulis ada <i>missed spelling</i> dan lupa untuk menggunakan <i>huruf kapital</i> pada awal kalimat.
24.	P berterima kasih kepada GBI dan pamit pulang.

**No.** : FN. 10  
**Hari, tanggal** : Senin, 13 Mei 2013  
**Jam** : 07.05 a.m.  
**Tempat** : Ruang Kelas VII C  
**Kegiatan** : Cycle 2, pertemuan pertama  
**Responden** : P : Peneliti  
                  GBI : Guru Bahasa Inggris  
                  S : Siswa

1.	P datang ke sekolah pada pukul 06.45 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan RPP dan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3.	Bel berbunyi, P dan GBI kemudian masuk ke kelas pada pukul 07.00.
	P memberikan salam dan mengecek kehadiran siswa dan meminta salah satu siswa untuk memimpin doa.
5.	P kemudian melakukan menanyakan apakah mereka masih ingat pelajaran sebelumnya.
6.	Siswa menjawab " <i>Procedure text, Miss</i> "
7.	P mengulas kembali <i>language features</i> , <i>generic structures</i> dan <i>social purpose</i> dalam <i>procedure text</i> .
8.	Siswa dapat menjawab semua pertanyaan P walaupun membuka catatan.
9.	P kemudian melakukan <i>review</i> tentang hasil menulis siswa sebelumnya.
	P menunjukkan kesalahan-kesalahan yang mereka buat pada <i>Cycle 1</i> terutama pada penggunaan <i>imperative verbs</i> , <i>missed spelling</i> dan <i>punctuation</i> dalam menulis. Siswa menjelaskan bahwa mereka terburu-

	buru dalam menulis.
10.	Di cycle 2 ini, P menyuruh tiap siswa untuk membawa kamus. Karena masih ada siswa yang tidak membawa kamus. P menyuruh dua orang untuk meminjam kamus di perpustakaan sebanyak siswa yang tidak membawa. Setelah mereka kembali, P mengingatkan siswa untuk tidak lupa membawa kamus.
11.	P kemudian menampilkan gambar baru yakni segelas jus mangga untuk menstimulasi pengetahuan para siswa. Setelah itu P menanyakan beberapa pertanyaan tentang gambar tersebut. Hal ini dilakukan untuk membangun pengetahuan awal siswa sebelum mereka dijelaskan dengan materi selanjutnya.
12.	Kemudian P memberikan fotocopyan materi kepada seluruh siswa. Setelah mereka mendapatkan lembar tersebut, P memulai pelajaran dengan menyuruh siswa memperhatikan text 1 yang berjudul “ How to make a mango juice”. P menyuruh siswa untuk membaca text terlebih dahulu, setelah itu P menanyakan kata-kata yang sukar dalam kalimat tersebut. Setelahnya P dan siswa bersama mengidentifikasi <i>generic structure</i> , <i>imperative verbs</i> , dan <i>sequence words</i> pada teks tersebut. Para siswa sudah terlihat memahami text tersebut ketika mereka bisa menjawab saat P memberikan pertanyaan tentang teks tersebut.
13.	Setelah membahas teks tersebut, P membahas kembali tentang penggunaan <i>imperative sentences</i> yang ada pada text tersebut. Hal ini dilakukan agar siswa lebih paham lagi dalam menggunakan imperative sentences. P juga memberikan contoh-contoh penggunaan ukuran benda yang biasa di temui dalam procedure text.
14.	Setelah memberikan contoh-contohnya, P memberikan tugas kepada siswa secara bergroup untuk mengisi ukuran berdasarkan kata bendanya. Siswa terlihat antusias dalam mengerjakannya. P berkeliling memeriksa pemahaman mereka dalam mengerjakan tugas. Setelah selesai P dan Siswa bersama membahas tugas tersebut secara bersama-sama. Beberapa kelompok dapat menyelesaikan dengan baik. P mengapresiasi kelompok yang berhasil mengerjakan latihan dengan baik, kelompok tersebut akan mendapatkan points.
15.	P menyuruh siswa membuat kelompok yang terdiri dari 4 orang. Kemudian P memberikan a worksheet dimana siswa harus menjodohkan imperative verbs dengan kata-kata selanjutnya untuk membuat kalimat <i>imperative</i> yang benar. Siswa terlihat secara bersama-sama mengerjakan latihan tersebut. P melihat siswa sangat antusias mengerjakan latihan yang diberikan. Setelah siswa selesai membuat kalimatnya, P memberikan kesempatan kepada siswa untuk menuliskan kalimat yang sudah mereka buat. Tanpa ditunjuk banyak siswa yang berani maju untuk menuliskan kalimat mereka. P sering mengucapkan “oke,good” kepada siswa yang berani maju ke depan untuk menulis kalimatnya.
16.	Setelah semua kalimat sudah lengkap, P mulai mengoreksi kalimat yang siswa buat. P melihat siswa sudah mampu untuk menyusun kalimat dengan tepat. Hanya saja masih terdapat kesalahan dalam penulisan katanya.

17.	P kemudian menanyakan apakah siswa mengalami kesulitan dalam mengerjakan latihan tersebut.
18.	Siswa tidak menemukan kesulitan dalam mengerjakan latihan yang diberikan.
19.	Di cycle I, siswa masih lupa untuk menggunakan huruf kapital dan tanda baca. Oleh karena itu, P menyuruh siswa untuk merevisi sebuah procedure text. Siswa harus menggunakan huruf kapital, tanda baca secara tepat pada text tersebut. Siswa dengan cepat merevisi teks tersebut. Kemudian P meminta siswa untuk mengumpulkan hasil tulisan mereka.
20.	P memberikan picture series "How to Make a Lemon Tea". P menanyakan kejelasan <i>picture series</i> dan meminta siswa untuk mempelajari <i>picture series</i> yang diberikan. P meminta siswa untuk menyebutkan <i>vocabularies</i> apa saja yang akan digunakan.
21.	Siswa mencoba menulis kalimat imperative dengan menggunakan <i>vocabularies</i> yang sudah ditentukan sebelumnya.
22.	Siswa terlihat lebih antusias dalam menulis. Mereka membuka kamus untuk membantu mereka untuk menulis,
23.	P meminta siswa untuk mengumpulkan hasil menulis mereka sebelum bel berbunyi. P melakukan sedikit review tentang procedure texts dan menanyakan apa ada kesulitan saat menulis.
24.	Siswa merasa lebih memahami tahap-tahap menulis <i>procedure texts</i> dengan baik.
25.	P menutup pelajaran dengan menyuruh salah satu siswa memimpin doa.
26.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.
27.	GBI memberikan <i>observation sheet</i> kepada P.

**No.** : FN. 11  
**Hari, tanggal** : Rabu, 15 Mei 2013  
**Jam** : 07.00 a.m  
**Tempat** : Ruang Kelas VII C  
**Kegiatan** : Cycle 2, pertemuan kedua  
**Responden** : P : Peneliti  
                  GBI : Guru Bahasa Inggris  
                  S : Siswa

1.	P datang ke sekolah pada pukul 06.50 dan langsung menuju ke ruang guru.
2.	Kemudian P dan GBI menunggu sampai bel berbunyi sambil mengobrol. P memberikan RPP dan lembar observasi yang harus diisi oleh GBI ketika P sedang mengajar.
3.	GBI menyatakan bahwa P dalam mengajar sudah dapat mengontrol kelas dengan baik dibandingkan di <i>Cycle I</i> .
4.	P dan GBI masuk ke kelas pada pukul 07.00
5.	P kemudian menyapa siswa, menanyakan kehadiran siswa dan meminta salah satu siswa memimpin doa.

6.	Seperti biasanya P menanyakan kembali tentang materi yang mereka pelajari di pertemuan sebelumnya.
7.	Siswa terlihat sudah memahami tentang <i>procedure texts</i> dan bisa menjawab pertanyaan-pertanyaan yang diajukan P tentang elemen-elemen dalam menulis <i>procedure texts</i> .
8.	P memberikan gambar tentang makanan yakni ketela goreng “Fried Cassava”
9.	Kemudian P memberikan pertanyaan yang dapat menstimulus pengetahuan awal siswa tentang gambar tersebut.
10.	P memberikan model procedure text tentang “How to Make a fried cassava”. Setelah itu P menyuruh siswa untuk membaca dan memahami teks tersebut.
11.	Setelah itu, P membahas text tersebut bersama siswa. Siswa bisa menjawab dengan baik pertanyaan yang P berikan secara lisan.
12.	P menjelaskan kembali generic structure, language feature dan social function dari teks procedure agar mereka lebih paham lagi.
13.	Setelah itu, P memberikan tugas kepada siswa untuk melengkapi kalimat rumpang dengan menggunakan kata-kata yang tepat di dalam box. Latihan ini membuat siswa semakin mengerti dalam menggunakan imperative verbs dan nouns dalam procedure text.
14.	beberapa menit berlalu, P membahas latihan tersebut bersama-sama dengan siswa.
15.	Setelah selesai, P memberikan permainan yakni kitchen words search. P menyuruh siswa untuk mencari <i>imperative verbs</i> berdasarkan gambar-gambar yang ada. P menjelaskan bahwa bagi kelompok yang tercepat akan mendapatkan point. Siswa sangat antusias dalam mengerjakannya. Beberapa menit berlalu, beberapa kelompok berkata “udah, Miss”. P menjawab “Ok, good”. Kemudian P membahas pekerjaan ini secara bersama-sama.
16.	Setelah selesai membahas, P menyuruh siswa untuk mengerjakan latihan berikutnya yakni menyusun kata-kata menjadi kalimat <i>imperative</i> yang benar. P juga mengingatkan kepada siswa untuk menggunakan huruf kapital dan tanda baca yang tepat dalam menulis Kemudian P menyuruh siswa untuk menulis kalimat mereka di papan tulis.
17.	Ketika siswa menulis jawaban di papan tulis, mereka sudah bisa menyusun kalimat imperative dengan benar. Begitu pula dengan penggunaan huruf besar, tanda baca, dan penulisan kata yang sudah tepat.
18.	Setelah selesai semuanya, P menanyakan kembali apa ada kesulitan terkait dengan <i>procedure text</i> kepada siswa. Beberapa siswa menjawab “ tidak ”.
19.	Dan untuk memastikan semua siswa memahami procedure text dengan baik, P memberikan gambar-gambar dimana siswa harus menulis procedure text berdasarkan gambar tersebut. Seperti biasa P melakukan membantu siswa dalam mengidentifikasi gambar tersebut dengan memberikan beberapa pertanyaan mengenai gambar. Setelahnya, informasi yang mereka peroleh, siswa melanjutkan dengan membuat kalimat. Beberapa menit kemudian, siswa mengumpulkan hasil tulisannya.

20.	P kemudian mereview apa yang selama ini sudah di berikan meliputi pengertian <i>procedure teks</i> , <i>fungsinya</i> , <i>tata bahasanya</i> , <i>penggunaan kata penghubung</i> pada saat menulis procedure text. Bel pergantian pelajaran berbunyi, P mengucapkan terima kasih untuk kerjasamanya. P memberikan masukan kepada siswa agar selalu berlatih. P juga memberitahu bahwa hari sabtu akan mengadakan test. Jadi siswa dimohon untuk mempersiapkan dengan baik.
21.	P dan GBI keluar kelas dan menuju ruang guru untuk melakukan interview.

**No.** : FN. 12  
**Hari, tanggal** : Kamis, 16 Mei 2013  
**Jam** : 07.00 a.m  
**Tempat** : Ruang kelas VII C  
**Kegiatan** : Post-test  
**Responden** : P : Peneliti  
                  GBI : Guru Bahasa Inggris  
                  S : Siswa

1.	P datang ke sekolah pada pukul 06.50 dan langsung menuju ke ruang guru untuk meminta ijin mengadakan post test.
2.	GBI tidak dapat menemani P dalam memberikan post-test dikarenakan GBI dimintai mengajar di kelas VIII.
4.	GBI kemudian mempersilahkan P untuk menuju ke ruang kelas.
5.	P menuju ke ruang kelas dan menyapa siswa.
6.	P kemudian memberitahukan bahwa hari ini P akan meminta siswa untuk menulis procedure text tentang "How to make scrambled egg".
7.	P memberikan waktu 45 menit.
8.	P menerangkan kepada siswa untuk mengerjakan pekerjaan secara individu. Tidak diperkenankan untuk mencontek selama mengerjakan. P mengizinkan siswa untuk membuka kamus.
9.	Siswa terlihat lebih mudah menulis dan menyalurkan idenya dengan baik.
10.	P berkeliling melihat pekerjaan siswa.
11.	P memperingatkan waktu kurang dari 10 menit, siswa terlihat sedikit panik. Saat waktu kurang dari 5 menit, P mengingatkan kembali. Sudah banyak siswa yang telah selesai.
12.	Setelah waktu habis, P menyuruh siswa untuk mengumpulkan lembar kerja mereka.
13.	Selama menulis P menanyakan pendapat siswa tentang <i>actions</i> yang diberikan P dalam mengajar.
14.	P memberikan reward kepada kelompok yang kemarin mendapatkan point tertinggi. Siswa terlihat sangat senang mendapatkan reward tersebut. Kemudian P pamit kepada siswa dan memberitahukan bahwa hari itu P sudah selesai melakukan penelitian. Dan memberikan ucapan terima kasih kepada siswa karena telah bekerja sama dengan baik selama P melakukan

	penelitian.
15.	P mengakhiri dengan mengucapkan salam
16.	P kemudian menuju RG bertemu GBI untuk mewawancarai dan mengucapkan terima kasih kepada GBI karena telah diberikan kesempatan untuk dapat melakukan penelitian di kelas beliau.

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**APPENDIX B**  
**Interview Guideline**

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## INTERVIEW GUIDELINE

### A. Before observation

1. For the English teacher
  - a. Bagaimanakah pembelajaran bahasa Inggris di sekolah ini?
  - b. Bagaimana penyampaian materi dan penggunaan media untuk menunjang pembelajaran bahasa Inggris?
  - c. Apakah ada kendala dalam proses pembelajaran bahasa Inggris?  
Jika ada, kendala apakah itu? Pada *skill* apa? Mengapa?

### B. After observation

2. For the students
  - a. Bagaimanakah tanggapan adik terhadap pembelajaran bahasa Inggris? Mengapa?
  - b. Bagaimanakah pembelajaran bahasa Inggris hari ini? Apakah ada kendala atau kesulitan? Jika ada, kendala apakah itu? Mengapa?
  - c. Skill apakah yang dirasa paling sulit dan perlu dilakukan peningkatan? Mengapa?
  - d. Bagaimanakah harapan adik untuk proses belajar mengajar bahasa Inggris?

### C. After Implementation

3. For the English teacher
  - a. Bagaimanakah pendapat ibu tentang penerapan action?
  - b. Bagaimanakah pendapat ibu tentang penerapan *Picture series* untuk membantu siswa dalam menulis?
4. For the students
  - a. Apakah adik paham dengan penjelasan teks *procedure*?
  - b. Apakah ada kesulitan dalam menulis?
  - c. Apakah adik suka belajar dengan *picture series*?

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**APPENDIX C**  
**Interview Transcripts**

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## INTERVIEW TRANSCRIPTS

### INTERVIEW TRANSCRIPT 1 ( Before the actions )

**Hari,Tanggal : Rabu, 3 April 2013**

**Jam : 09.00 a.m**

**Tempat : Ruang guru**

**Kegiatan : Interview**

**Responden : P : Peneliti**

**GBI : Guru Bahasa Inggris**

P	“ Selamat pagi, ibu.” ( senyum )
GBI	“ Selamat pagi juga,mbak.”
P	“ Maaf mengganggu waktunya ya bu. ”
GBI	“ Iya mbak, gimana-gimana?”
P	“ Iya bu, saya minta waktu sebentar untuk interview bisa bu ?”
GBI	“ Oalah, bisa-bisa mbak ”
	“ Apa-apa yang mau ditanyakan mbak ?”
P	“ Begini bu, saya mau tanya tentang pembelajaran bahasa Inggris di kelas bu.”
GBI	“ Ya bisa di bilang sih masih lemah, mbak. Mereka menganggap bahasa Inggris itu susah mbak. Ditambah juga motivasi anak-anak yang kurang untuk belajar mbak. Tapi ada juga mbak yang senang mempelajari bahasa inggris. Ada juga beberapa siswa ikut les di luar.”
P	“ Hmm,,,begitu ya bu. Kira-kira dari empat skill yang ada anak-anak lebih menonjol dimana bu?”
GBI	“ Kalo menurut saya listening, reading, speaking lumayan mbak. Hanya saja kalo speaking anak-anak kurang percaya diri sama vocabulary juga mbak. Suka malu-malu mbak anaknya padahal ya mereka bisa. Ya mungkin writing yang susah mbak karena anak-anak masih bingung dengan penggunaan tenses dan vocabnya juga. Padahal ya sudah diajarkan tapi tetep saja masih salah.”
P	“ Berarti kalo bisa dibilang writing anak-anak masih lemah ya bu ?”
GBI	“ Ya bisa dibilang seperti itu mbak. Harus pelan-pelan ngajarinnya biar lebih paham. Biasanya anak-anak itu suka kesusahan dalam vocabulary nya mbak. Mereka suka tidak tahu artinya. Jadi saya sering memberikan vocab kepada anak-anak. Saya tulis di papan tulis dan siswa harus menghafalkannya. Biar vocab anak-anaknya bertambah mbak.”
P	“ Oh jadi anak-anak disuruh menghafal gitu ya bu?
GBI	“ Iya mbak, saya suruh hafal terus maju satu-satu mbak.”

To be continue

P	“ Bagaimana kalo dengan ide bu saat menulis ? Anak-anak kesulitan tidak dalam mendapatkan ide dan menuangkannya?”
GBI	“ Ya anak-anak sudah punya ide tapi bingung untuk menjabarkannya mbak. Ya mungkin dikarenakan vocabnya dan menyusun kalimat yang susah.”
P	“ Oh ya ya bu, kalo menurut ibu, apa yang menyebabkan murid lemah dalam menulis bu?
GBI	“ Ya banyak mb, mulai dari rame di kelas, tidak mendengarkan penjelasan saya, males belajar, sama mungkin materinya kurang menarik.
P	“ Kalau dari hasil tulisan siswa sendiri apakah sudah memuaskan bu ?”
GBI	“ Secara umum belum memuaskan mbak. Hanya beberapa siswa saja yang memang tulisannya lebih baik.”
P	“ Ehmm, oh iya, biasanya kalo ibu mengajar materinya di ambil dari mana, bu?”
GBI	“ Saya pake LKS aja mb. Ada buku paket tapi saya tidak memakainya mbak, karena saya pikir materinya terlalu rumit.”
P	“ Oh,, bagaimana dengan penggunaan bahasa inggris di kelas bu? Apa ibu menyampaikan materi dengan bahasa Inggris ?”
GBI	“ Sebagain besar saya menggunakan bahasa indonesia digabung bahasa jawa mbak. Tapi kalo untuk memberikan perintah-perintah saya menggunakan bahasa Inggris. Hanya terkadang siswa masih gak dong jadi ya saya harus kembali mengulangi kembali dengan menggunakan bahasa Indonesia.”
P	“ Bu saya kira interview kali ini cukup. Saya minta izin ibu untuk mengikuti proses pembelajaran sebelum melakukan penelitian.”
GBI	“ Iya mbak. Besok senin saya ada jam 1 dan 2 mbak di kelas VII. Mbak bisa ikut mengamati disana.”
P	“ Oh, iya bu. Terimakasih ya bu untuk waktunya.”
GBI	“ Iya mbak. Sama-sama semoga lancar penelitiannya ya mbak.”

# INTERVIEW TRANSCRIPT 2 ( After cycle 1 )

Hari,Tanggal : Sabtu, 11 Mei 2013

Jam : 10.00 a.m

Tempat : Ruang guru

Kegiatan : Interview

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

P	“ Selamat pagi, ibu.”
GBI	“ Selamat pagi juga,mbak ”
P	“ Menurut ibu bagaimana hasil mengajar saya di <i>cycle</i> pertama ini bu ?
GBI	“ Sejauh ini sih anak-anaknya terlihat lebih enjoy ya mba selama pelajaran. Biasanya kan anak-anak pengunya cepat selesai aja. Anak-anak juga dah gak bingung mau nulis apa. Materi yang diberikan juga variatif. Jadi mereka terlihat lebih antusias dalam belajar.
P	“ Kalau proses mengajarnya bagaimana bu ?”
GBI	“ Kalau secara umum sih sudah baik mbak, hanya saja management waktunya dan volume suara mbak mesti di perbesar lagi. Biar anak-anak yang belakang lebih memperhatikan lagi.”
P	“ Iya bu. Pantas kemarin anak-anak yang duduk di belakang agak ribut. Tapi pas saya datang menghampiri. Mereka langsung diam.
GBI	“ Iya nda apa-apa mbak namanya juga proses. Memang harus pelan-pelan dalam menjelaskannya. Ada siswa yang bisa langsung tanggap, adapula yang lemah mbak. Jadi memang harus diberi penjelasan lebih.
P	“ Iya bu. Saya juga keliling kelas untuk memastikan pemahaman siswa. Karena terkadang siswa masih malu untuk bertanya secara langsung. Tapi saat saya berkeliling kelas, banyak dari mereka yang bertanya.
GBI	“ Iya memang begitu mbak. Namanya anak-anak suka masih malu-malu.
P	“ Terus bu bagaimana dengan kegiatan menulis yang siswa lakukan ?”
GBI	“Sudah cukup baik kok mbak. Banyak variasinya anak-anak mengerjakan latihan secara berkelompok dan individu juga. Anak-anak terlihat membantu satu sama lain dalam menyelesaikan tugas saat berkelompok. Setelahnya anak-anak di berikan kesempatan untuk menyelesaikan tugas secara individu.
P	“ Oh ya bu ini hasil tulisan anak-anak di akhir <i>cycle</i> 1?

GBI	“ Kalo dilihat dari hasil tulisannya sudah meningkat. Anak-anak sudah mulai bisa menguraikan tulisan mereka secara urut. Memang masih ada kekurangan dalam penggunaan <i>imperative sentencenya</i> , <i>tanda baca serta penulisaannya mbak</i> . Saya liat kayaknya mereka kurang teliti dalam mengerjakannya. Saya rasa kemampuan siswa akan bisa bertambah di pertemuan berikutnya mbak.”
P	“ Iya, bu. Mm...lalu kalau untuk <i>picture seriesnya</i> gimana menurut ibu?”
GBI	“ O.. kalau <i>picture seriesnya</i> saya yakin membantu sekali.
P	“ Membantu gimana bu ?
GBI	“ Iya mbak anak-anak jadi lebih bisa menulis dengan urutan yang benar, disamping itu anak-anak juga suka dengan gambarnya. Mereka terlihat lebih antusias dalam mengerjakan tugasnya.
P	“ Iya, bu. Mm... mungkin itu saja sementara bu, Terima kasih.”
GBI	“ O iya, mba. Sama-sama.”

### INTERVIEW TRANSCRIPT 3 ( After cycle 2 )

**Hari,Tanggal : Rabu, 15 Mei 2013**

**Jam : 10.00 a.m**

**Tempat : Ruang guru**

**Kegiatan : Interview**

**Responden : P : Peneliti**

**GBI : Guru Bahasa Inggris**

P	“ Gimana bu tadi hasil mengajar <i>cycle</i> kedua ini ?”
GBI	“ Anak-anak sudah lebih paham tentang <i>procedure</i> teksnya mbak. Mereka sudah tau bagaimana cara membuat <i>procedure</i> teks dengan baik dan benar. Saya amati juga penggunaan imperative nya juga sudah lebih bisa. Latihan pake imperative nya juga lebih banyak mbak.
P	“ Kalau prosesnya tadi bagaimana bu ?”
GBI	“ Suara dan manajemen waktunya jauh lebih baik mbak. Anak-anak juga tambah lebih percaya diri dan lebih antusias lagi pas mbak kasih rewardnya. Mereka senang mbak karena ini merupakan hal yang baru yang belum pernah mereka dapatkan sebelumnya.”
P	“ Hehe..(senyum) iya. Oh ya bu, bagaimana dengan tulisan siswa pada <i>cycle</i> 2 ini?”
GBI	“ Urutan ide menulisnya sudah bisa mbak, goal, material, langkah-langkahnya sudah urut. Buat kalimat imperativenya juga sudah bisa mereka mbak. Lebih meningkat mbak dari <i>cycle</i> pertama yang lalu. Ya mungkin karena contohnya dan latihannya lebih banyak dan variatif, jadi anak-anak tambah bisa mbak nulisnya.
P	“ Kalo dengan penggunaan gambarnya sendiri pada <i>cycle</i> 2 nya ini gimana bu?”
GBI	“ Seperti biasanya mbak anak-anak sangat antusias pas mendapatkan gambarnya. Mereka itu semangat buat mengerjakan latihan-latihannya.
P	“ Lalu tentang pemberian rewardsnya bagaimana bu?”
GBI	“ Wah,,ya harus dipake lagi mbak, itu sangat membantu siswa biar bisa semangat lagi. Mereka merasa senang dengan adanya reward khususnya pada pemberian hadiah mbak karena ini merupakan sesuatu yang baru yang belum pernah mereka dapatkan sebelumnya.
P	“ Iya bu, Insya Allah saya gunakan lagi di lain waktu”. “Oh ya bu besok saya rencananya mau mengadakan post-test?”
GBI	“ Iya mbak, saya rasa anak-anak sudah banyak kemajuan dalam menulis. Semoga besok hasil post-tesnya memuaskan ya mbak.”
P	“ Amin, kalo begitu saya pamit dulu.Terima kasih ya bu.
GBI	“ Iya, mbak sama-sama.

**INTERVIEW TRANSCRIPT 4 ( After the actions )****Hari,Tanggal : Kamis, 16 Mei 2014****Jam : 08.00 a.m.****Tempat : Ruang guru****Kegiatan : Interview****Responden : P : Peneliti****GBI : Guru Bahasa Inggris**

P	“ Selamat pagi, ibu.”
GBI	“ Selamat pagi juga,mbak.
P	“ Mau menyampaikan bu kalo saya sudah selesai memberikan test nya
GBI	“ Bagaimana hasilnya mbak?
P	“ Ini bu,,hasil tulisan anak-anak.( P memperlihatkan hasil tulisan anak-anak kepada GBI )
GBI	“ Sepertinya tulisan anak-anak sudah ada peningkatan mbak dari yang kemarin-kemarin. ( GBI melihat hasil siswa secara acak ). Siswa juga sudah bisa menulis dengan urutan yang benar. Disamping itu penggunaan imperative sentencesnya, kosa katanya, tanda bacanya, ejaan serta penggunaan huruf kapitalnya juga sudah ada kemajuan mbak. Ya biarpun masih ada yang salah, tapi yang jelas sudah ada kemajuan mbak.
P	“ Hehe ( senyum ). Alhamdulillah kalo begitu bu. Terus kalo penggunaan picture seriesnya dalam menulis bagaimana bu ?”
GBI	“ Picture seriesnya sangat membantu sekali dalam memberikan ide kepada siswa untuk menulis mbak. Anak-anak jadi lebih bisa menuangkan ide-idenya dengan mudah dan urut.
P	“ Menurut ibu apakah picture series bisa meningkatkan minat siswa dalam belajar ? ”
GBI	“ Tentunya mbak. Anak-anaknya jadi lebih menikmati dan antusias dalam mengerjakan tiap latihan yang diberikan. Karena materi yang diberikan juga macam-macam. Tiap pertemuannya jadi mereka penasaran gambar apa lagi yang akan diberikan. Materinya yang mbak berikan juga erat sekali dengan kehidupan sehari-hari.
P	“ Iya bu. Terima kasih atas bantuan dan kesempatan yang ibu berikan untuk saya. Maaf ya bu sudah banyak merepotkan.
GBI	“ Iya mbak sama-sama. Semoga cepat selesai mbak ya..
P	“ Amin. Makasih ya bu.



**INTERVIEW TRANSCRIPT 5 ( Observation )****Hari,Tanggal : Rabu, 3 April 2013****Jam : 09.30 a.m****Tempat : Ruang Kelas VII C****Kegiatan : Interview****Responden : P : Peneliti****S12 : Indri Handayani**

P	“ Hallo, namanya siapa de ?”
S12	“ Indri Handayani, Miss.”
P	“ Menurut kamu pelajaran bahasa Inggris itu gimana? Suka gak ?
S12	“ Suka mbak, pengen banget bisa bahasa Inggris, Miss. Tapi kadang-kadang gampang, kadang susah Miss
P	“ Susah ya ? Kira-kira susahnya itu dimana de ?
S12	“ Apa ya..itu loh kata-katanya suka tidak tau artinya Miss. Sama tenses nya juga Miss.”
P	“ Oh,, vocab dan grammarnya ya? “
S12	“ Iya itu maksudnya Miss.”
P	“ Oh ya kalo dari empat skill yang dipelajari kayak listening, speaking, reading dan writing ? Kamu lebih seneng yang mana ?”
S12	“ Aku suka reading Miss. Kalo speaking, listening sama writing susah.
P	“ Kalo writing tuh susahnya dimana de ?
S12	“ Ya itu kata-katanya Miss.
P	“ Vocabulary nya ya, memang kenapa dengan vocab nya de ?”
S12	“ Iya betul Miss. Pas lagi nulis suka gak dong sama bahasa Inggrisnya. Udah begitu bingung juga buat kalimatanya. Begitulah Miss.
P	“ Terus tadi gimana bu Ida ngajarnya? Paham gak de ?
S12	“ Hmm..lumayan lah Miss.
P	“ Maksudnya lumayan apa de ? lumayan ngerti atau lumayan gak ngerti ? hehe
S12	“ Ya dua-duanya Miss ” ( sambil senyum-senyum )
P	“ Okedeh kalo begitu. Makasih ya de ”
S12	“ Iya Miss “

**INTERVIEW TRANSCRIPT 6 ( Observation )****Hari,Tanggal : Rabu, 3 April 2013****Jam : 09.30 a.m****Tempat : Ruang guru****Kegiatan : Interview****Responden : P : Peneliti****S14 : Joko Susilo**

P	“ Hallo, namanya siapa de ?”
S14	“ Joko
P	“ Joko siapa?
S14	“ Joko Susilo, Miss
P	“ Miss mau tanya-tanya nih ya.”
S14	“ Iya Miss.”
P	“ Kamu suka gak pelajaran bahasa Inggris ?”
S14	“ Suka Miss.”
P	“ Sukanya kenapa? Bukannya bahasa Inggris tuh susah?
S14	“ Sukanya itu karena biar bisa ngomong sama bule Miss.( senyum ) Iya memang susah Miss
P	“ Turis ya ? terus kalo susah gimana ?
S14	“ Ya belajar Miss. “”
P	“ Betul, belajar yang rajin biar bisa lancar bahasa Inggrisnya.”
S14	“ Kalo susahnya itu biasanya dimana?”
P	“ Hmm.. bacanya Miss. Kayaknya sama semua. Hehe.”
S14	“ Terus ada lagi gak ?”
P	“ Kata-katanya juga susah Miss. Cuma sedikit kata-kata yang aku tahu Miss.”
S14	“ Oh,, vocab ya? “
P	“ Iya.”
S14	“ Terus tadi menurutmu pembelajaran tadi gimana? ngerti gak ?
P	“ Ya begitu Miss.”
S14	“ Sedikit-sedikit Miss.”
P	“ Kok sedikit-sedikit ? kenapa?
S14	“ Iya apa ya.. ibunya ngajarnya cuma gitu-gitu aja Miss.”
P	“ Gitu-gitunya apa ya ?
S14	“ Ya bosen je Miss. Ngerjain LKS terus.
P	“ Emangnya ibu Ida gak pernah pake media gitu de waktu mengajar ?”
S14	“ Belom je Miss.”
P	“ Ohh.. gitu ya.. terus kalo nanti Miss ngajarnya pake media kayak gambar gitu, gimana?”
S14	“ Iya pake gambar aja Miss. Banyak yang suka nanti.”
P	“ Oke-oke. Makasih ya.”
S14	“ Iya Miss.”

**INTERVIEW TRANSCRIPT 7 ( Observation )**

**Hari,Tanggal : Rabu, 3 April 2013**

**Jam : 09.30 a.m**

**Tempat : Ruang Kelas VII C**

**Kegiatan : Interview**

**Responden : P : Peneliti**

**S22 : Mutiara Sanni**

**S9 : Hastiyana**

P	“ Hallo, namanya siapa aja ne ?”
S9	“ Saya Hastiyana, Miss.”
P	“ Kamu?”
S22	“ Mutiara Sani, Miss
P	“ Mau tanya-tanya sebentar ya. ”
S9,S22	“ Hehe..iya Miss.”
P	“ Kalian suka gak pelajaran bahasa Inggris ?”
S9	“ Lumayan suka Miss.”
S22	“ Suka,Miss
P	“ Sukanya kenapa? Sulit gak belajar bahasa Inggris itu?”
S9	“ Sukanya ya keren Miss kalo bisa ngmong pake bahasa Inggris. Hehe
S22	“ Iya keren, Miss.”
P	“ Welah,, karena keren toh. Terus susah nya dimana?
S9	“ Banyak sih, Miss. Kata-katanya gak dong, nyusun kalimatnya gitu susah, Miss.”
S22	“ Tensesnya susah, Miss.”
P	“ Oh..terus sejauh ini kalo pelajaran bahasa Inggris bisa ngikutin gak?
S9,S22	“ Ya lumayan, Miss. Dikit-dikit bisa.”
P	“ Kok bilanganya begitu?”
S9	“ Iya agak mbosenin, kurang seru ngajarnya.
S22	“ Anak-anak cwonya tuh suka rame, jadi kalo dijelaskan jadi gak begitu kedengaran.
P	“ Emang anak-anaknya gak dimarahin?”
S9	“ Ya dimarahin tapi habis itu ya mereka berisik lagi.”
P	“ Oh begitu ya. Ehm,,kalo nulisnya gimana tadi ?”
9	“ Bingung.”
P	“ Bingungnya gimana?”
S9	“ Ya tiba-tiba langsung disuruh nulis aja Miss.
S22	“ Kan harusnya di contohin gitu Miss.
P	“ Okey. Kalo begitu sekia dulu ya. Besok-besok Miss tanya lagi.”
S9,S22	“ Oke-oke.”

**INTERVIEW TRANSCRIPT 8 ( Observation )****Hari,Tanggal : Rabu, 3 April 2013****Jam : 09.30 a.m****Tempat : Ruang guru****Kegiatan : Interview****Responden : P : Peneliti****S13 : Isnaeni Nur Hidayah****S29 : Safira Peni Setyowati**

P	“ Hai,,namanya siapa aja de ?”
S29	“ Safira Peni Setyowati.”
S13	“ Isnaeni Nur Hidayah.”
P	“ Panggilannya siapa? Fira ya? Terus kamu sapa?”
S29	“ Iya boleh, Miss.”
S13	“ Isnaeni, Miss.”
P	“ Tadi gimana de pelajarannya? Sudah paham belum?”
S13	“ Ya, sedikit Miss
P	“ Sedikit ya ? emangnya tadi belajar tentang apa?”
S13	“ Hehe..iya Miss. Tadi belajar tentang procedure text Miss?”
P	“ Procedure text apa sih de ?
S13	“ Hmm..itu yang cara-cara membuat sesuatu Miss.” ( sambil melihat temannya ).
P	“ Yup, terus bisa gak tadi nulisnya?
S13	“ Kalo nulisnya belum bisa Miss. Susah je.”
P	“ Susahnya gimana?”
S13	“ Ya dikasih contohnya cuma sedikit Miss. Terus ujung-ujug disuruh nulis aja.”
P	“ Banyak gak tadi yang salah?”
S13	“ Iya lumayan banyak yang salah Miss.”
P	“ Apa aja de ?”
S13	“ Salah nyusun kalimatnya Miss.
P	“ Grammarnya ya ? kalau kosa katanya gimana?
S13	“ Itu juga Miss. Banyak yang gak tau artinya.
P	“ Terus kalo idenya gimana de?”
S13	“ Itu juga suka ilang-ilangan Miss.”
P	“Apanya yang ilang-ilangan?”
S13	“ Idenya Miss.”
P	“ Terus biar gak ilang-ilangan harus gimana dong?”
S13	“ Gak tau Miss.”
P	“ Haha.. okedeh. Maksih ya. Kalo km siapa tadi?”
S29	“ Safira, Miss.”

P	“ Menurut kamu gimana tadi pelajarannya? Bisa ngikutin gak ?”
S29	“ Biasa aja Miss.”
P	“ Maksudnya biasa apa de?”
S29	“ Ya ada yang bisa, ada yang gak juga Miss.”
P	“ Yang gak bisa apanya de?”
S29	“ Nulisnya Miss. bingung je.”
P	“ Bingungnya kenapa?”
S29	“ Buat kalimatnya susah Miss. Enggak dong je Miss.”
P	“ Terus menurut kamu gimana cara ibu Ida mengajar?”
S29	“ Kurang menarik Miss.” Hehe
P	“ Kurang menariknya gimana?”
S29	“ Ya cuma disuruh mencatat dan mengerjakan LKS aja Miss.”
P	“ Pernah pake media gak de?”
S29	“ Media? ”
P	“ Iya kayak gambar, video gitu de?”
S29	“ Belum pernah Miss. Seru itu Miss kalo pake media.”
P	“ Okedeh. Makasih ya de.”
S13,S29	“ Ya sama-sama Miss.”

**INTERVIEW TRANSCRIPT 9 ( Pre-Test )****Hari,Tanggal : Senin, 6 Mei 2013****Jam : 08.00 a.m****Tempat : Ruang Kelas VII C****Kegiatan : Interview****Responden : P : Peneliti****S5 : Ammar Maulana Sidiq**

P	“ Hallo, namanya siapa?”
S5	“ Ammar Maulana Sidiq.”
P	“ Nama panggilannya siapa?”
S5	“ Ammar aja, Miss.”
P	“ Ohh... tadi gimana nulisnya? Bisa gak?”
S5	“ Enggak bisa Miss.”
P	“ Kok enggak bisa, kenapa?”
S5	“ Susah Miss.”
P	“ Susahnya dimana?”
S5	“ Ya itu vocabnya.”
P	“ Selain vocabulary nya ada lagi?”
S5	“ Ehm,,struktur kalimatnya juga bingung.”
P	“ Kalo idenya sendiri gimana?”
S5	“ Idenya sih kadang-kadang ada, kadang agak ada.”
P	“ Kalo menurut kamu selama ini pembelajaran writing nya bagaimana?”
S5	“ Cuma disuruh ngerjain tugas sama ngafalin kata-kata gitu aja di LKS.”
P	“ Hmm.. begitu ya, terus gimana tadi sama pre-test nya?”
S5	“ Tadi ya seingetnya aja ngerjainnya, Miss.”
P	“ Ok. Makasih ya.”

**INTERVIEW TRANSCRIPT 10 ( Pre-Test )****Hari,Tanggal : Senin, 6 Mei 2013****Jam : 08.00 a.m****Tempat : Ruang Kelas VII C****Kegiatan : Interview****Responden : P : Peneliti****S8 : Fajar Syahrul Huda**

P	“ Hallo, namanya siapa?”
S8	“ Fajar Syahrul Huda.”
P	“ Nama panggilannya siapa?”
S8	“ Fajar aja, Miss.”
P	“ Ohh... tadi gimana tesnya?”
S8	“ Ya begitu, Miss.”
P	“ Begitu, gimana? Susah ya?”
S8	“ Susah Miss.”
P	“ Susahnya dimana?”
S8	“ Ya kata-katanya, nyusun kalimatnya, Miss. Ra mudeng je.”
P	“ Kalo ngeluarin idenya, ada kesulitan gak?”
S8	“ Ehm,,itu juga susah, Miss.”
P	“ Terus biar gak susah belajarnya harus bagaimana?”
S8	“ Ya dikasih contohnya aja, Miss. Dijelasinnya pelan-pelan, Miss.”
P	“ Hmm.. begitu ya, kalo pake media gambar gitu nyontohinnya gimana?”
S8	“ Iya, Miss. Seru tuh, Miss”
P	“ Ok. Makasih ya.”

**INTERVIEW TRANSCRIPT 11 ( During the actions )****Hari,Tanggal : Rabu, 8 Mei 2013****Jam : 09.30 a.m****Tempat : Ruang guru****Kegiatan : Interview****Responden : P : Peneliti****S30 : Siti Sholikha**

P	“ Hallo-hallo, Miss tanya-tanya yah?”
S30	“ Iya miss.”
P	“ Oh ya namanya siapa ya?”
S30	“ Siti, Miss.”
P	“ Siti, gimana tadi penjelasan procedure text nya?”
S30	“ Ya, agak lumayan Miss.”
P	“ Menurut kalian media gambar menarik gak sih?”
S30	“ Menarik miss.”
P	“ Selain menarik apa lagi?”
S30	“ Jadi gampang buat nulisnya miss karena ada gambarnya.
P	“ Okey, terus tadi kan saya menjelaskan tentang generic structure, language feature nya procedure text, sudah paham belum?”
S30	“ Generic structurenya sih sudah.”
P	“ Terus <i>buat kalimat imperativenya</i> gimana?”
S30	“ Masih bingung sama kata kerjanya, Miss.”
P	“ Ouh, kalo begitu besok kita latihan lagi. Sama dibaca-baca lagi handoutnya kan ada contoh-contohnya.”
S30	“ Terus, kalo gambarnya tadi gimana? Bisa bantu kalian untuk nulis procedure textnya gak ?”
P	“ Iya jadi lebih mudah nulisnya jadi jelas kalo ada gambarnya.
S30	“ Kalo kerja kelompok dan brainstormingnya itu membantu gak dalam menulis?”
P	“ Iya, membantu banget. Jadi tambah mudah ngerjainnya, Miss.”
S30	“ Oke deh, makasih ya.”



**INTERVIEW TRANSCRIPT 12 ( During the actions )****Hari, tanggal : Rabu, 8 Mei 2013****Jam : 09.00 a.m****Tempat : Ruang kelas VII C****Kegiatan : Interview****Responden : P : Peneliti****S24 : Rahma Arifah Ludfiani**

P	“ De Rahma, minta waktunya sebentar ya?
S24	“ Iya miss.”
P	“ Gimana tadi penjelasan procedure textnya? Bisa dimengerti gak?”
S24	“ Sudah lebih mengerti setelah miss yang jelasin apa lagi ada gambarnya juga.”
P	“ Susah gak contoh textnya?”
S24	“ Gak, Miss”
P	“ Oh ya, terus latihan imperative sentences sudah bisa?”
S24	“ Lumayan bisa, Miss.”
P	“ Kira-kira masih ada yang belum dipahami gak?”
S24	“ Gak ada Miss.”
P	“ Gambarnya gimana? Jelas gak?
S24	“ Jelas, bagus, jadi gak bosan juga ngerjain latihannya.
P	“ Menurut kamu dengan menggunakan media gambar bisa gak membantu kamu dalam menulis?”
S24	“ Bisa banget, jadi jelas apa yang mau ditulis.
P	“ Kerja kelompoknya tadi pas ngerjain latihan gimana?”
S24	“ Lebih terbantu karena ngerjainnya bareng-bareng, Miss.”
P	“ Oh ya terus gimana dengan brainstormingnya?”
S24	“ Itu ngebantu juga miss, jadi tambah mudah lagi menyusun kata-katanya. Kan udah tau kata-katanya jadi tinggal dilanjutin aja, Miss.”
P	“ Kalo tadi rewardnya gimana? Kelompok kamu bukan yang dapet?”
S24	“ Iya, seneng banget Miss. Jadi tambah semangat lagi.”
P	“ Oke. Makasih ya

**INTERVIEW TRANSCRIPT 13 ( During the actions )****Hari,Tanggal : Senin, 13 Mei 2013****Jam : 08.00 a.m****Tempat : Ruang kelas VII C****Kegiatan : Interview****Responden : P : Peneliti****S7 : Desi Wulandari**

P	“ Siapa namanya de?”
S7	“ Desi Wulandari.”
P	“ Gimana tadi penjelasan saya tentang <i>procedure text</i> nya? Bisa difahami?
S7	“ Insya Allah bisa, Miss.”
P	“ Jadi sudah jelas belum nih?”
S7	“ Sudah lebih jelas, Miss. ”
P	“ By the way, kalo nulisnya gimana? Ada kesulitan nggak?”
S7	“ Alhamdulillah lancar. Gambar sama vocabnya membantu Miss.
P	“ Gambarnya gimana? Jelas gak?”
S7	“ Jelas, bagus, jadi gak bosan juga ngerjain latihannya”
P	“ Menurut kamu dengan menggunakan media gambar bisa gak membantu kamu dalam menulis?
S7	“ Bisa banget, jadi jelas apa yang mau ditulis, Miss.”
P	“ Oiya, kalo untuk kerja berkelompok itu membantu writing kalian nggak sih?”
S7	“ Iya dong, membantu.”
P	“ Membantunya gimana tuh?”
S7	“ Ya terbantu karena ada temen yang bantu jadi ga mikir sendirian”
P	“ Okedeh kalo gitu. Trimakasih ya.”
S7	“ Iya. Sama-sama, Miss”

**INTERVIEW TRANSCRIPT 14 ( During the actions )**

**Hari,Tanggal : Senin, 13 Mei 2013**

**Jam : 09.20 a.m**

**Tempat : Ruang Kelas**

**Kegiatan : Interview**

**Responden : P : Peneliti**

**S25 : Raihan Fahmi Syawaludin**

P	“ Nama kamu siapa?”
S25	“ Raihan Fahmi Syawaludin, Miss.”
P	“ Gimana tadi penjelasan saya tentang <i>procedure text</i> nya? Sudah jelas ?”
S25	“ Sudah jelas, Miss.”
P	“ Udah lancar belum buat <i>imperative sentences</i> nya?”
S25	“ Iya sudah lebih bisa, Miss.”
P	“ Latihan-latihannya bisa gak?”
S25	“ Bisa, Miss.”
P	“ Terus ngerjainnya bareng-bareng gak tadi?”
S25	“ Iya bareng-bareng jadi tambah dong, Miss.”
P	“ Oh ya, menurut kamu gimana tadi dengan adanya pemberian rewards?”
S25	“ Seneng benget, Miss. Jadi tambah semangat ngerjainnya, Miss.”
P	“ Kira-kira kamu jadi tambah semangat gak untuk belajar bahasa Inggris?”
S25	“ Iya Miss.”
P	“ Okedeh kalo gitu. Trimakasih ya.”
S25	“ Iya. Sama-sama, bu”

**INTERVIEW TRANSCRIPT 15 ( Post-Test )****Hari,Tanggal : Kamis, 16 Mei 2013****Jam : 09.30 a.m****Tempat : Ruang Kelas****Kegiatan : Interview****Responden : P : Peneliti****S22 : Mutiara Sanni**

P	“ Halo Tia, saya minta waktunya untuk wawancara ya.”
S22	“ Iya boleh Miss.”
P	“ Gimana tadi nulisnya? Ada gambarnya ya?”
S22	“ Nulisnya lebih mudah dalam menulisnya, Miss.”
P	“ Kalo dibandingin nulis tanpa gambar gimana?”
S22	“ Susah untuk mengungkapkan idenya, bingung juga mau nulis apa.”
P	“ Dan bagaimana dengan pemakaian <i>imperative sentencenya</i> ?”
S22	“ Udah mudeng, Miss.”
P	“ Berarti kamu sudah mengerti tentang <i>generic structure, language features</i> yang digunakan dalam procedure text?”
S22	“ Iya sudah lebih mengerti generic structurenya terus tenses yang dipake dalam procedure text.
P	“ Suka gak kalo tadi dibuat kelompok gitu dalam mengerjakan latihannya?”
S22	“ Suka miss, jadi tambah mudah bisa kerja sama gitu ngerjainnya.
P	“ Terus tadi kan ada namanya brainstorming juga, kira-kira bantu kalian dalam menulis procedure text gak?”
S22	“ Iya pastinya, jadi lebih gampang mengumpulkan kata-katanya.
P	“ Okey, terima kasih ya.”
S22	“ Iya Miss.”

**INTERVIEW TRANSCRIPT 16 ( After the actions )****Hari,Tanggal : Kamis, 16 Mei 2013****Jam : 09.30 a.m****Tempat : Ruang Kelas****Kegiatan : Interview****Responden : P : Peneliti****S12 : Indri handayani**

P	“ Halo Indri, Miss tanya-tanya lagi ya?”
S12	“ Iyaa.”
P	“ Menurut kamu gimana menulis dengan munggunakan gambar?”
S12	“ Jadi tahu mau nulis apa, Miss. Ada idenya gitu pas liat gambarnya.
P	“ Beda gak kalo nulis gak pake gambar?”
S12	“ Jelas beda, Miss.”
P	“ Bedanya apa?”
S12	“ Lebih susah buat nulisnya, Miss.”
P	“ Berarti penggunaan media dalam hal ini gambar sangat berpengaruh pada saat menulis ya?”
S12	“ Iya, Miss. terutama idenya itu.”
P	“ Ohh,, bagaimana dengan pemahaman kamu tentang procedure text?”
S12	“ Sudah paham, Miss.”
P	“ Fungsinya dan Language features dari procedure textnya paham gak?”
S12	“ Sudah lebih mengerti, Miss.”
P	“ Ok kalo begitu. Terima kasih ya.”
S12	“ Iya Miss.”

# INTERVIEW TRANSCRIPT 17 ( After the actions )

Hari,Tanggal : Kamis, 16 Mei 2013

Jam : 09.30

Tempat : Ruang Kelas VII C

Kegiatan : Interview

Responden : P : Peneliti

S27 : Rika Arifatun Amintyas

P	“ Hai dek, maaf ya Miss mengganggu.”
S27	“ Iya, Miss.”
P	“ Saya mau tanya tadi kan sudah menulis dengan media gambar ya, ada perbedaannya gak menulis dengan menggunakan gambar atau tidak?”
S27	“ Ada”
P	“ Kira-kira bedanya dimana?”
S27	“ Kalo pake gambar gak bingung urutannya, kalo gak pake gambar bingung.”
P	“ Urutan dalam menjelaskan langkah-langkahnya ya?”
S27	“ Iya, Miss.”
P	“ Kalau brainstormingnya gimana sebelum kalian menulis?
S27	“ Sangat ngebantu, Miss.”
P	“ Ngebantunya itu gimana sih?”
S27	“ Ya kan pas brainstorming kita dikasih pertanyaan, terus jawabannya itu bisa dipake buat nulis, Miss.”
P	“ Hmm,,kalo menurut kamu kira-kira kemampuan menulis kamu sudah ada peningkatan belum?
S27	“ Ya ada biarpun sedikit, Miss.”
P	“ Contohnya apa?”
S27	“ Idenya, Miss.”
P	“ Iya Miss.”
S27	“ Idenya gimana?”
P	“ Idenya jadi gampang pas ada gambarnya, Miss. ”
S27	“ Terus masalah tenses nya gimana?”
P	“ Sudah bisa menggunakan <i>imperative sentencenya</i> belum?”
S27	“ Sudah bisa.”
P	“ Okey, makasih ya.”
S27	“ Iya, Miss.”

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**APPENDIX D**  
**Course Grid**

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## COURSE GRID

School : SMP N 3 MERTOYUDAN  
 Grade : VII  
 Subject : English  
 Semester : 2 ( two )  
 Skill : Writing

Meeting	Basic Competency	Standard of Competence	Indicators	Materials	Teaching and Learning Activities	Assessment		Time	Sources	Media
						Instrument	Examples			
Cycle 1, Meeting 1	6.2 Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and procedure in the context of daily life.	1. Students are able to identify the information in a procedure text. 2. Students are able to identify the generic structure of procedure text. 3. Students are able to identify grammatical pattern of procedure text	1. An example of a procedure text. 2. The parts of procedure text: Goal, ingredients, and steps. 3. The language features of the procedure	1. Students identify to the picture given 2. The teacher asks some questions based on the picture. 3. The teacher gives the students a model of procedure text then	1. Question and Answer 2. Jumbled text 3. A procedure text	1. What you should do before you pour mixture into a glass 2. First, roll out the pizza dough and put it on baking tray...Finally, ..	2 x 45 mins	<a href="http://islcollective.com">http://islcollective.com</a>	1. Picture of “ how to make a jelly ” 2. Picture series of how to make a jelly 3. Picture series of how to make pizza.



				<p>text,i.e; imperative, sequence words, noun or noun phrases.</p> <p>4. Vocabulary: empty,add, pour,put, prepare.</p>	<p>guides them to express something in procedure text.</p> <p>4. The teachers asks the students to identify the generic structure, vocabulary, the structural pattern of procedure text.</p> <p>5. Students answer some questions related to the text.</p> <p>6. Students work in groups to identify the words</p> <p>7. Students arrange the</p>		<p>3. Write a procedure text based on the pictures.</p>			<p>4. Picture series of how to make fried noodles.</p>
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					<p>jumbled picture series.</p> <p>8. Students identify verbs, temporal conjunctions commonly used in procedure text</p> <p>9. Students write a procedure test based on the pictures.</p>					
Cycle 1, Meeting 2	6.2 Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and procedure in the context of daily life.	<p>1. Students are able to identify the information in a procedure text.</p> <p>2. Students are able to identify the generic structure of procedure text.</p> <p>3. Students are</p>	<p>1. series of pictures of procedure text.</p> <p>2. The generic structure of procedure text :</p> <ul style="list-style-type: none"> <li>- goal</li> <li>- ingredients / materials</li> <li>- steps</li> </ul>	<p>1. The teacher shows series of pictures of procedure text, and asked the students to investigate it.</p> <p>2. The teacher gives some questions based on the</p>	<p>1. Completion.</p> <p>2. Identification</p> <p>3. Written test</p> <p>4. Written test</p>	<p>1. Sheet of strong .....</p> <p>2. Find the imperative verbs in the text</p> <p>3. Materials/prepare/first/the</p> <p>4. write a</p>			<p>1. Picture series of how to make an orange juice.</p> <p>2. Picture series of how to make banana milkshak</p>

			<p>able to identify grammatical patterns of procedure text</p> <p>4. Students are able to produce a procedure text based on the series of pictures given.</p>	<p>3. The language feature of the procedure text, i.e the use of imperative verbs, sequence words such first, second, next, then, after that, finally.</p>	<p>pictures provided.</p> <p>3. In groups, students fill in the blank with appropriate verbs and nouns and sequence words.</p> <p>4. In groups, students find the imperative verbs in the text.</p> <p>5. In pairs, students make imperative sentences by put the words in order.</p> <p>6. Students write a simple procedure texts based</p>		<p>procedure text based on the picture series given.</p>			<p>e.</p> <p>3. Picture series of how to make lemon tea iced.</p>
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					on the pictures.					
Cycle 2, Meeting 1	6.2 Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and procedure in the context of daily life.	1. Students are able to identify the information of the text.  4. Students are able to apply the use of noun or noun phrase in the procedure text.  5. Students are able to use imperative sentences in the procedure text.  6. Students are able to use the punctuations and capital letters effectively.	1. A procedure text  2. Vocabulary in the text  3. The generic structure of procedure text : - Goal - Ingredients / Materials - Steps  4. Grammar : Imperative sentence and sequence words.	1. Students identify the picture.  2. Teacher gives some questions related to the picture.  3. Teacher gives a procedure text with the series of pictures.  4. Students and teacher together identify the parts of procedure text, imperative sentence and sequence words in the procedure text.	1. Questions and answers.  2. Completion  3. Written text  4. Written text	1. Answer the questions related to the text.  2. Complete the blanks space with the words provide. i.e .... chocolate ( a bar of)  3. Revise the text with using commas, full stops and capital letters as necessary.  4. Write a procedure text based on the series of pictures	2 x 45 Mins		1. Picture of how to insert sim card.  2. Series of picture of how to make a kite.  3. Series of picture of how to make jigsaw.  4. Series of picture of how to plant a seed.

			<p>7. Students are able to write a procedure text based on the picture series given.</p>		<p>5. Teacher gives some questions based on the text.</p> <p>6. In groups, students fill the blank spaces with using correct measurement.</p> <p>7. In groups, students find the words.</p> <p>8. Then, match the words with the provided words in order to make good instructions.</p> <p>9. In pairs, students revise the procedure text with using effective commas,fullst</p>		given.				
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					ops and capital letters.					
					10. Students write a procedure text based on the picture series given.					
Cycle 2, Meeting 2	6.2 Producing meaning in the short functional texts fluently, and acceptably to interact with the society in the daily life context.	6. Producing meaning of the simple and short functional and essay texts in the form of descriptive and procedure in the context of daily life.	1. Students are able to identify the information of the text. 2. Students are able to identify the language features in procedure text. 3. Students are able to apply verbs and noun or noun phrases commonly used in	1. A picture of fried cassava 2. A procedure text with the series of picture. 3. Grammar : imperative, sequence words such as first, next, then, finally. And the use of nouns or noun phrases. 4. Vocabulary: crack, bake, slice, grill,	1. Students identify the picture. 2. Teacher gives some questions related to the picture. 3. Teacher gives a procedure text with the series of pictures. 4. Students and teacher together identify the parts of procedure	1. Questions and answers 2. Completion 3. Written text 4. Written text.	1. What are the ingredient needed to make fried Cassava? 2. Complete the blank spaces with the words provided. 3. a bowl / take / first (first, take a bowl)	2 x 45 Mins	<a href="http://islcollective.com">http://islcollective.com</a>	1. Picture series of how to make fried cassava. 2. Picture series of how to make pancake. 3. Picture Series of How to make “perkedel”

			<p>procedure texts.</p> <p>4. Students are able to apply the imperative verbs</p> <p>5. Students are able to build a procedure text by arranging the sentences correctly</p> <p>6. Students are able to write a procedure text.</p>	<p>spread,pour, knife, kettle.</p>	<p>text, imperative sentence and sequence words in the procedure text.</p> <p>5. Teacher gives some questions based on the text.</p> <p>6. In groups, students complete the blank spaces with the words in the box.</p> <p>7. In groups, students search the words in the puzzle based on the pictures.</p> <p>8. In pairs,</p>					
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					<p>students make a procedure text by arranging the sentences correctly</p> <p>9. Students write a procedure text based on the picture series given.</p>					
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**APPENDIX E**  
**Lesson Plan**

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Lesson Plan  
( 1st Meeting in Cycle 1 )

School : SMP N 3 Mertoyudan  
Grade : VII / 2  
Subjects : English  
Skill : Writing  
Time Allocations : 2 x 45 minutes

A. Standard of Competence

6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and procedure texts to interact with their environment.

B. Basic Competency

- 6.2. Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and procedure texts to interact with their environment in accurately, fluently and appropriately in the context of daily life.

C. Indicators

1. The students are able to identify the parts and language features of a procedure text.
2. The students are able to use imperative verbs.
3. The students are able to arrange procedure texts in correct organization.
4. The students are able to write a procedure text based on the series of pictures.

D. Learning Objectives

At the end of the lesson, the students are expected to able to write a simple short essay in the form of a procedure text accurately, fluently and appropriately.

E. Learning Materials

See on Appendix

F. Teaching Method

Genre-Based Teaching ( BKOF, MOT, JCOT, ICOT )

G. Teaching and Learning activities

1. Opening Activities

- The teacher greets the students
- The teacher encourages the students to pray
- The teacher checks students' attendance.
- The teacher states the topic of what the students will learn today.

2. Main Activities

- BKOF ( Building Knowledge of the Field )
  - The teacher gives a picture ( Appendix 1 )

- The teacher asks some questions related to the picture ( Appendix 1 )
- MOT ( Modelling of The Text )
  - The teacher gives a model of procedure text .(Appendix 2)
  - The students read the text and list the difficult words in the text. (Appendix 2)
  - The teacher and the students together match the picture series with text. (Appendix 2)
  - The teacher explains the generic structure of procedure text. ( Appendix 4)
  - The teacher asks some some questions related to the text to check students' understanding. (Appendix 4)
  - The teacher explains the grammatical patterns ( language features ) in procedure text.( Appendix 4 )
- JCOT ( Joint Construction of The Text )
  - The students identify the words in the box. (Appendix 5)
  - The students arranged the jumbled picture of picture series based on the text in groups. (Appendix 6)
  - The students underline the use of imperative verbs and sequence words in the text. (Appendix 6)
- ICOT ( Independent Construction of The Text )
  - The teacher gives a series of picture of procedure text. (Appendix 7)
  - The teacher asks the students to gather information from the picture series
  - The students write the gathered information into sentence.

#### H. References

- Wardiman, Artono, dkk. English in Focus. 2008. Jakarta: Departement Pendidikan Nasional
- Priyana, Joko, dkk. Scaffolding. 2008. Jakarta: Departement Pendidikan Nasional
- [www.islcollective.com](http://www.islcollective.com)

#### I. Media

- Series of picture about procedure text
- Some procedure of the text

#### J. Assessment

- Technique : Written Test
- Form : Students' writing

## K. Assessment Rubric

<b>CONTENT</b>	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
<b>ORGANIZATION</b>	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
<b>LANGUAGE USE</b>	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
<b>MECHANICS</b>	4	Excellent to	Few errors of spelling, punctuation,

		very good	capitalization, and paragraphing
	3	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing
	2	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	Very poor	Dominated by errors

Approved by  
English Teacher

Magelang, Mei 2013  
Appretince teacher

Sri Hidayati, S.Pd  
NIP.

Eka Febriani

Lesson Plan  
( 2nd Meeting in Cycle 1 )

School : SMP N 3 Mertoyudan  
Grade : VII / 2  
Subjects : English  
Skill : Writing  
Time Allocations : 3 x 40 minutes

A. Standard of Competence

6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and procedure texts to interact with their environment.

B. Basic Competency

- 6.2. Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and procedure texts to interact with their environment in accurately, fluently and appropriately in the context of daily life.

C. Indicators

1. The students are able to identify the parts and language features of a procedure text.
2. The students are able to use imperative verbs, nouns and sentence connectors in the procedure text.
3. The students are able to identify the imperative verbs in the procedure text.
4. The students are able to use imperative sentences.
5. The students are able to write a procedure text based on the series of pictures given.

D. Learning Objectives

At the end of the lesson, the students are expected to able to write a simple short essay in the form of a procedure text accurately, fluently and appropriately.

E. Learning Materials

See on Appendix

F. Teaching Method

Genre-Based Teaching ( BKOF, MOT, JCOT, ICOT )

G. Teaching and Learning activities

1. Opening Activities

- The teacher greets the students
- The teacher encourages the students to pray
- The teacher checks students' attendance.
- The teacher states the topic of what the students will learn today.

2. Main Activities

- BKOF ( Building Knowledge of the Field )

- The teacher gives a picture to the students.( Appendix 1 )
- The teacher asks some questions related to the picture. ( Appendix 1 )
  
- MOT ( Modelling of The Text )
  - The teacher gives a model of procedure text and asks the students to read the text. ( Appendix 2 )
  - The teacher asks the students to list difficult words in the texts ( Appendix 2 )
  - The teacher asks the students to match the text with the pictures. (Appendix 2)
  - The teacher reminds the parts of the procedure text to the students. ( Appendix 2 )
  - The students answer some question related to the text. (Appendix 3)
  - The teacher explains grammatical patterns ( language features ) in procedure text ( Appendix 3 )
  
- JCOT ( Joint Construction of The Text )
  - In groups, the students are asked to complete the blank of sentences with the words in the box. (Appendix 4)
  - In groups, the students are asked to find imperative verbs in the text and find the meaning. (Appendix 5)
  - In groups, the students are asked to match the words to make good instructions. (Appendix 6)
  
- ICOT ( Independent Construction of The Text )
  - The teacher gives a series of picture of procedure text. (Appendix 7)
  - The teacher asks some questions to find the information in the picture.
  - The students are asked to write the information into sentences.

#### H. References

- Wardiman, Artono, dkk. English in Focus. 2008. Jakarta: Departement Pendidikan Nasional
- Priyana, Joko, dkk. Scaffolding. 2008. Jakarta: Departement Pendidikan Nasional
- [www.islcollective.com](http://www.islcollective.com)

#### I. Media

- Series of picture about procedure text
- Some procedure of the text
- handout

#### J. Assessment

- Technique : Written Test
- Form : Students' writing

## K. Assessment Rubric

<b>CONTENT</b>	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
<b>ORGANIZATION</b>	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
<b>LANGUAGE USE</b>	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
<b>MECHANICS</b>	4	Excellent to very good	Few errors of spelling, punctuation, capitalization, and paragraphing
	3	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing



	2	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	Very poor	Dominated by errors

Approved by  
English Teacher

Magelang, Mei 2013  
Apprentice teacher

Sri Hidayati, S.Pd  
NIP.

Eka Febriani

Lesson Plan  
( 1st Meeting in Cycle 2 )

School : SMP N 3 Mertoyudan  
Grade : VII / 2  
Subjects : English  
Skill : Writing  
Time Allocations : 2 x 45 minutes

1. Standard of Competence

6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and procedure texts to interact with their environment.

2. Basic Competency

- 6.2. Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and procedure texts to interact with their environment in accurately, fluently and appropriately in the context of daily life.

3. Indicators

1. Students are able to identify the parts and language features of a procedure text.
2. Students are able to use noun or noun phrases in procedure text.
3. Students are able to use imperative sentences.
4. Students are able to use capital letters, commas, and period effectively.
5. Students are able to write a procedure text based on the series of picture given.

4. Learning Objectives

At the end of the lesson, the students are expected to able to write a simple short essay in the form of a procedure text accurately, fluently and appropriately.

5. Learning Materials

See on Appendix

6. Teaching Method

Genre-Based Teaching ( BKOF, MOT, JCOT, ICOT )

6. Teaching and Learning activities

1. Opening Activities

- The teacher greets the students
- The teacher encourages the students to pray
- The teacher checks students' attendance.
- The teacher states the topic of what the students will learn today.

2. Main Activities

- BKOF ( Building Knowledge of the Field )
  - The teacher gives a picture to teh students. ( Appendix 1 )

- The teacher asks some questions related to the picture. ( Appendix 1 )
- MOT ( Modelling of The Text )
  - The teacher gives a model of procedure text. (Appendix 2)
  - The students read the text and list the difficult words in the text. ( Appendix 2 )
  - The teacher explains the parts of procedure text. ( Appendix 3 )
  - The teacher asks some questions related to the text to check students' understanding. (Appendix 4)
  - The teacher explain language features in the procedure text ( Appendix 3 )
- JCOT ( Joint Construction of The Text )
  - In groups, the students complete the blank spaces with the words provided in the box.(Appendix 5 )
  - In groups, the students find the imperative verbs based on the pictures. Then, match
  - The verbs with the words provided.(Appendix 6)
  - The students are asked to put the words in order to make a good instructions based on the pictures.(Appendix 7)
- ICOT ( Independent Construction of The Text )
  - The teacher gives a series of picture of procedure text. (Appendix 8)
  - The teacher asks some questions to find the information in the picture.
  - The students are asked to write the information into sentences.

## 7. References

- Wardiman, Artono, dkk. English in Focus. 2008. Jakarta: Departement Pendidikan Nasional
- Priyana, Joko, dkk. Scaffolding. 2008. Jakarta: Departement Pendidikan Nasional
- [www.islcollective.com](http://www.islcollective.com)

## 8. Media

- Series of picture about procedure text
- Some procedure of the text
- handout

## 9. Assessment

- Technique : Written Test
- Form : Students' writing

## 10. Assessment Rubric

<b>CONTENT</b>	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
<b>ORGANIZATION</b>	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
<b>LANGUAGE USE</b>	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
<b>MECHANICS</b>	4	Excellent to very good	Few errors of spelling, punctuation, capitalization, and paragraphing
	3	Good to	Occasional errors of spelling, punctuation,

		average	capitalization, and paragraphing
	2	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	Very poor	Dominated by errors

Approved by  
English Teacher

Magelang, Mei 2013  
Apprentice teacher

Sri Hidayati, S.Pd  
NIP.

Eka Febriani

Lesson Plan  
( 2nd Meeting in Cycle 2 )

School : SMP N 3 Mertoyudan  
Grade : VII / 2  
Subjects : English  
Skill : Writing  
Time Allocations : 2 x 40 minutes

A. Standard of Competence

6. Students are able to express the meaning in written short functional texts and short essays in the form of descriptive and procedure texts to interact with their environment.

B. Basic Competency

- 6.2. Students are able to express meaning and rhetoric step in simple short essays in the form of descriptive and procedure texts to interact with their environment in accurately, fluently and appropriately in the context of daily life.

C. Indicators

1. The students are able to identify the parts and language features in the procedure text.
2. The students are able to use imperative sentence.
3. The students are able to arrange jumbled words into good imperative sentences.
4. The students are able to write a procedure text based on the pictures series given.

D. Learning Objectives

At the end of the lesson, the students are expected to able to write a simple short essay in the form of a procedure text accurately, fluently and appropriately.

E. Learning Materials

See on Appendix

F. Teaching Method

Genre-Based Teaching ( BKOF, MOT, JCOT, ICOT )

G. Teaching and Learning activities

1. Opening Activities

- The teacher greets the students
- The teacher encourages the students to pray
- The teacher checks students' attendance.
- The teacher states the topic of what the students will learn today.

2. Main Activities

- BKOF ( Building Knowledge of the Field )
  - The teacher gives a picture to the students.( Appendix 1 )
  - The teacher asks some questions related to the picture.( Appendix 1 )

- MOT ( Modelling of The Text )
  - The teacher gives a model of procedure text. (Appendix 2)
  - The students read the text and list difficult words in the text. (Appendix 2)
  - The students match the pictures with the text. (Appendix 3)
  - The teacher reminds the parts of the procedure text to the students. (Appendix 4)
  - The teacher asks some questions to check students' understanding about the text. (Appendix 3)
  - The teacher explains grammatical patterns (language features) in procedure text (Appendix 4)
- JCOT ( Joint Construction of The Text )
  - In groups, the students fill the blank sentence with the suitable words. (Appendix 5)
  - In groups, the students find some imperative verbs based on the pictures in crossword activity. (Appendix 6)
  - In groups, the students arrange the jumbled of words into good sentences. (Appendix 7)
- ICOT ( Independent Construction of The Text )
  - The teacher gives a series of picture of procedure text. (Appendix 8)
  - The teacher asks the students to gather information from the picture series
  - The students are asked to write the information gather into sentence.

#### H. References

- Wardiman, Artono, dkk. *English in Focus*. 2008. Jakarta: Departement Pendidikan Nasional
- Priyana, Joko, dkk. *Scaffolding*. 2008. Jakarta: Departement Pendidikan Nasional
- [www.islcollective.com](http://www.islcollective.com)

#### I. Media

- Series of picture about procedure text
- Some procedure of the text

#### J. Assessment

- Technique : Written Test
- Form : Students' writing

## K. Assessment Rubric

<b>CONTENT</b>	4	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	3	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject, inadequate development of topic
	1	Very poor	Does not show knowledge of subject, not enough to evaluate
<b>ORGANIZATION</b>	4	Excellent to very good	Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	Very poor	Does not communicate, no organization, not enough to evaluate
<b>VOCABULARY</b>	4	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	3	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	Fair to poor	Limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
<b>LANGUAGE USE</b>	4	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition
	3	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	2	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	1	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
<b>MECHANICS</b>	4	Excellent to very good	Few errors of spelling, punctuation, capitalization, and paragraphing
	3	Good to	Occasional errors of spelling, punctuation,



		average	capitalization, and paragraphing
	2	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	Very poor	Dominated by errors

Approved by  
English Teacher

Magelang, Mei 2013  
Apprentice teacher

Sri Hidayati, S.Pd

Eka Febriani

## APPENDICES

### Appendix 1



Picture 1. *How to make Jelly*

Questions related to the picture

1. What do you think about the picture ? what is it ?
2. Have you ever made it ?
3. Do you know how to make it ?

### Appendix 2

#### How to make Jelly

Making jelly is very simple by following these directions. You need one packet of jelly crystals, 500 ml jug, 250 ml of boil water, 200 ml of cold water, a pan.

First, **empty** contents of packet of jelly crystals into the pan,

Second, **add** boil water

Next, **stir** well until cystals dissolve

After that, **add** cold water

Then, **pour** mixture into a glass

Finally, **put** the jelly in the refrigerator

*Adapted from: An Interactive English Course for Junior High School Students Year VII*



### Appendix 3

#### ➤ **Definition of procedure text**

A procedure text is a piece of writing that tell us information of making or doing something through several steps or directions. It is usually found in the form of cooking recipes, manual steps of doing something.

#### ➤ **The generic structure of procedure text**

1. **Goal/ Purpose** can be the title of the text. It also can be an introductory paragraph. For example: the recipe to make instant noodle. It is mentioned the name of the recipe that we will make in the main heading or the title of the text.
2. **Ingredients/ Materials** are things to be prepared.
3. **Steps/methods** provide sequence step in making or doing something.

#### ➤ **Language Features**

1. Using sequence words such as first, then, next, after, finally. Using sequence words as a guide makes it easier for the reader to follow our ideas.
2. Noun or noun phrases are used in the listed material or equipment.
3. Action verbs start most sentences
4. Using imperative sentence ( stir the mixture, prepare the vegetables, slice the garlic, heat the oil,etc )

### TASK 1

Work in groups of four. Discuss the answers to these questions.

1. What is the purpose of the text ?
2. Which part belongs to the materials ?
3. How many steps are there in the procedure ?
4. What you should do before you pour mixture into a glass ?
5. Do you find any conjunctions in text ? mention it ?

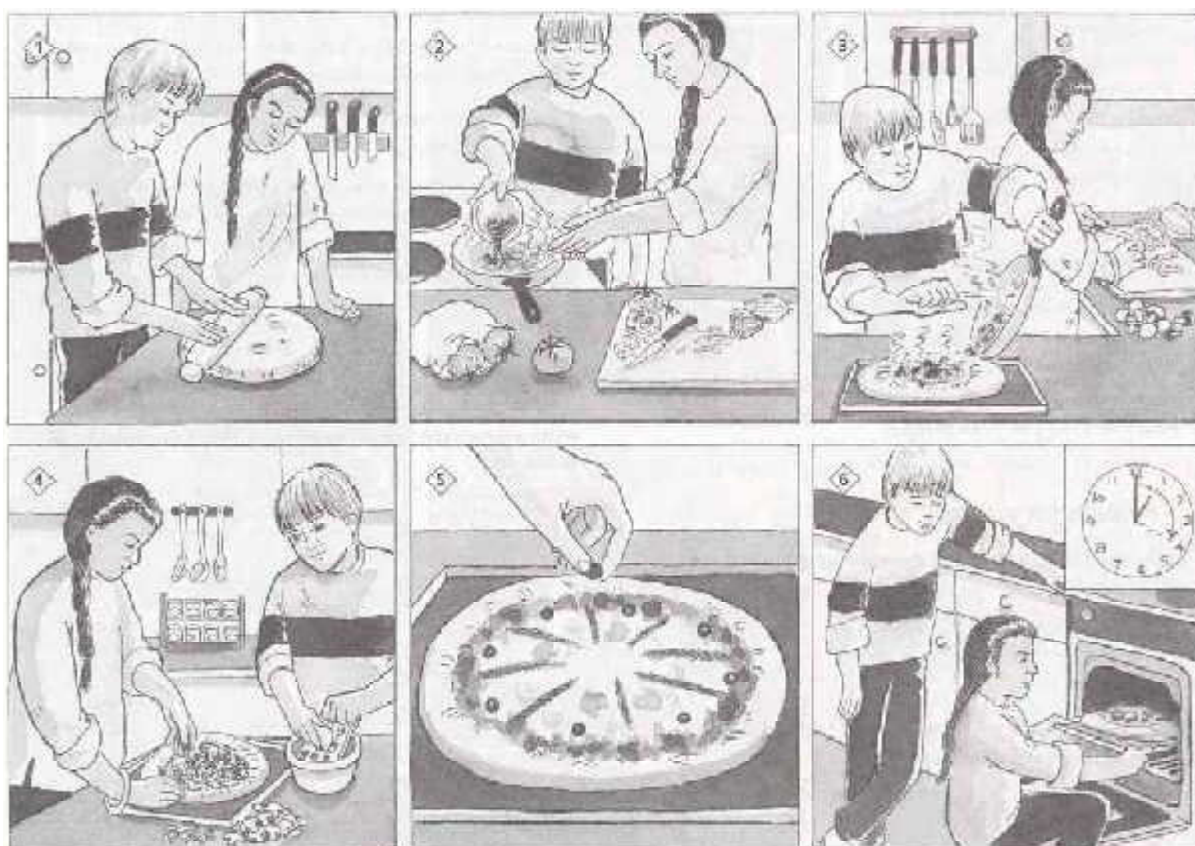
## Appendix 4

- The use of simple present tense is used to express repeated actions. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. ( usually use adverb of frequency such as always, often, sometimes, usually every day, twice a week, every night, etc )  
For example : The class usually starts at 7 o'clock.  
Dina always goes to school by bus.
- General truth  
For example : The sun rises in the east.
- Instructions  
For example : First, she wakes up at 6 o'clock. Then, she has breakfast.

- The sentence pattern of simple present tense  
Affirmative : S + V (s/es ) + O  
Negative : S + do/does + Not + V1 + O  
Interogative : Do/Does + S + V1 + O

- **Imperatives**
  - It gives you an order or tells you what to do
  - Imperative verbs are often used when writing instructions.
  - It uses after the time connectors in the instructions.
  - The subject of an imperative sentence is usually "you" but do not say or write it.
  - The imperative form is the same in both singular and plural forms.
- Form of imperatives
  - V1(Base verb) + O  
e.g clean the window  
Close the door  
Boil the water  
Serve the food  
Heat the oil
  - Negative Auxiliary + Base verb + Object  
e.g Don't clean the window  
Don't make a noise  
Don't push the button  
Don't eat the food  
Don't close the window

## Appendix 5



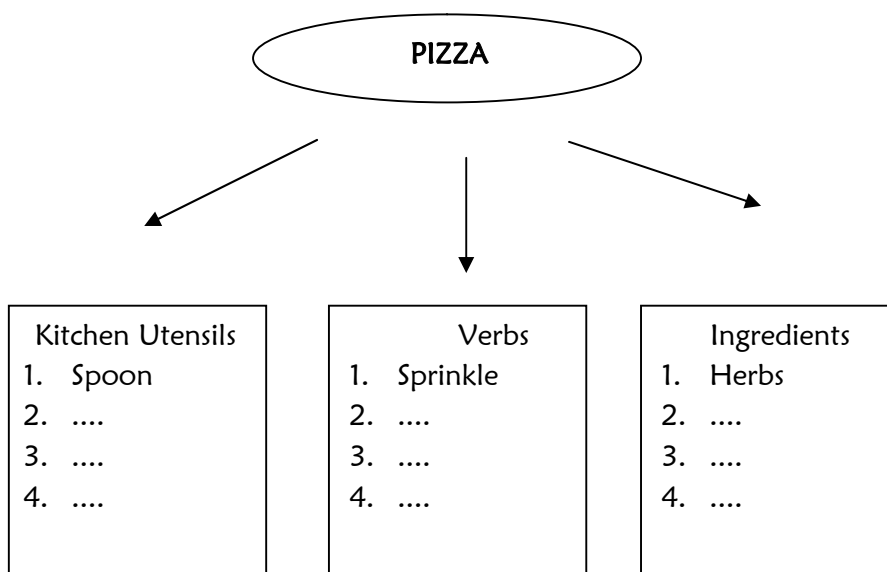
Adapted from :English Grammar Book

## TASK 2

Study the picture above. And, write each words in correct list.

Pizza    Dough    Spoon    herbs    baking tray  
 sprinkle    Roll out    knife    cheese  
 slice    pepper    Fry    Rolling pin

## PIZZA



## Appendix 6

## TASK 3

Based on the pictures above, arrange the text into the correct order by putting numbers based on the order.

- ☐ Sprinkle some cheese on top of the vegetables.
- ☐ Finally, cook the pizza in the oven for about 20 minutes.
- ☒ 1 First, roll out the pizza dough and put it on baking tray
- ☐ When the onions are brown, put them on the pizza base
- ☐ After that, slice the other vegetables and put them on the top of the onion and tomato mixture
- ☐ Don't forget to decorate with olives and herbs.
- ☐ Next, slice the tomatoes and onions and fry them in a pan for five minutes.





## TASK 4

Underline the imperative verbs in the instructions above. Then, underline the sequence words.

## Appendix 7

### TASK 5

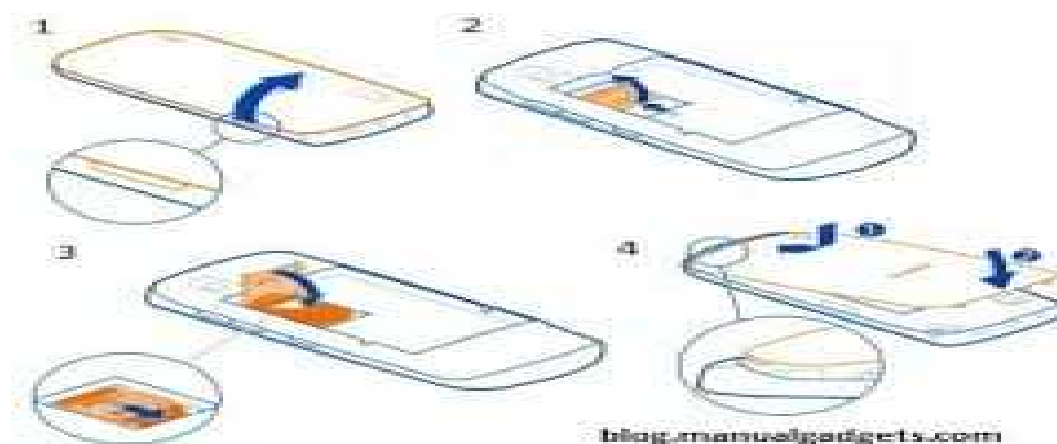
Make an procedure text based on the picture given.

	<p>What you are going to do? (Goal)</p>
	<p>What do you need to make it? (Ingredients and equipments)</p>
	<p>How do you make it? (Steps)</p>
	



## APPENDICES

### Appendix 1



**Picture 1.** How to insert a SIM card into cellphone

Questions related to the picture.

1. What do you think about the picture ? what is it ?
2. Have you ever seen this picture before ?
3. Where do you usually find this picture ?
4. Do you know how to insert SIM card into cellphone ?

### Appendix 2

#### **How to Insert a SIM Card into Cellphone**

When inserting the SIM Card to cellphone, make sure that you have to prepare the SIM card then you follow the following directions :

First of all, push and slide the back cover off.

After that, lift the battery.

Next, open the card holder.

Then, insert SIM card on the slot and place the battery back.

Finally, slide the cover back onto mobile phone.

*Don't* forget to switch on the cellphone. Wait until it is ready to use.

*Adapted from: [blogspot.manualgadget.com](http://blogspot.manualgadget.com)*

### Appendix 3

#### ➤ Definition of procedure text

A procedure text is a piece of writing that tell us information of making or doing something through several steps or directions. It is usually found in the form of cooking recipes, manual steps of doing something.

#### ➤ The generic structure of procedure text

1. **Goal/ Purpose** can be the title of the text.
2. **Ingredients/ Materials** are things to be prepared.
3. **Steps/methods** provide sequence step in making or doing something.

#### ➤ Language Features

1. Use imperative verbs  
e.g *cut* the paper  
*boil* the water  
*heat* the oil
2. Use noun or noun phrase  
e.g put **a teabag**  
add **some sugar**  
boil **some water**
3. sometimes use measurement in list of ingredients.  
e.g *a scoop of* ice cream, *a bowl of* soup, *a glass of* lemon tea, *a slice of* pie, *a loaf of* bread, etc.
4. Use sequence words such as first, next, after, and finally. Sometimes it uses numbered.

### TASK 1

Answer the following questions based on the text.

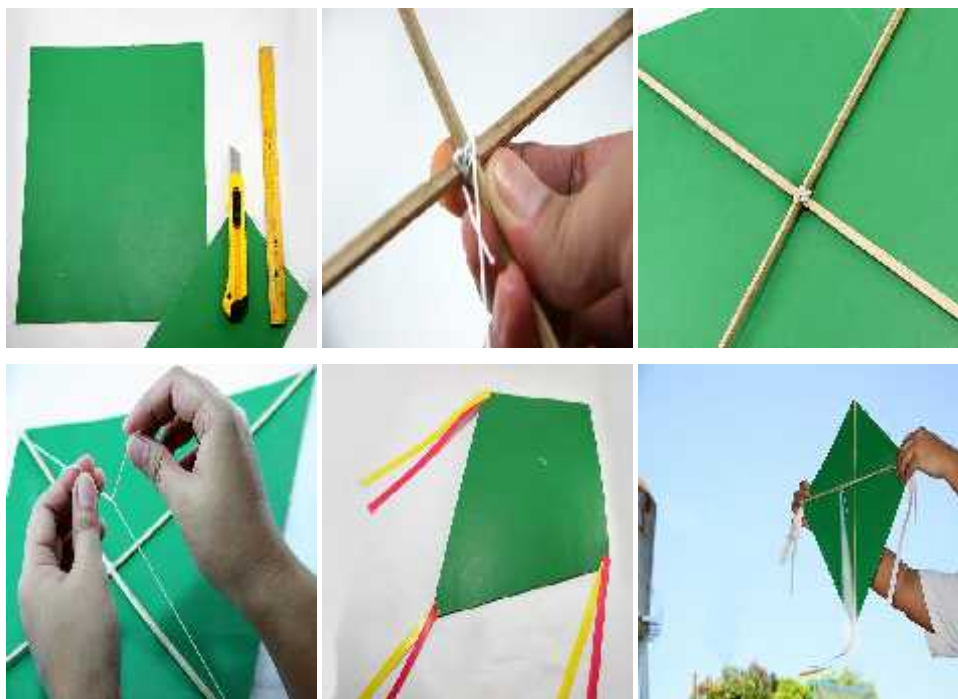
1. What does the text tell about ?
2. What are the steps needed to insert SIM card into cellphone ?
3. Identify the sequence of words used in the text ? mention it!
4. What you should do before lift the battery ?
5. What you should do after insert SIM card into slot ?

## Appendix 4

## TASK 2

Complete the missing parts with the words in the box. Look at the picture to guide you.

## How to make a kite



Having a kite flying is interesting and make it by self is easy. Prepare the following materials to make a kite:

1. Sheet of strong .....
2. Wooden sticks of .....
3. Cord, .....

After the materials have been prepared, the directions bellow is easy instruction on how to make a kite:

First, ..... a cross with the two sticks

Second, ..... the two sticks together with the string.

Next, ..... 2 holes in the diamond-shaped paper on the inside corner where the two sticks cross, thread a thick string.

....., tie a long and strong string onto the sticks.

After that, ..... small strips of paper to the end of the tail.

....., fly your .....

Make	Finally	Tie
Pierce	Add	Kite
Paper	Bamboo	Cutter
		Then

## Appendix 5

## TASK 3

In a groups of four, make a survey. Find the action verbs used in making a kite.

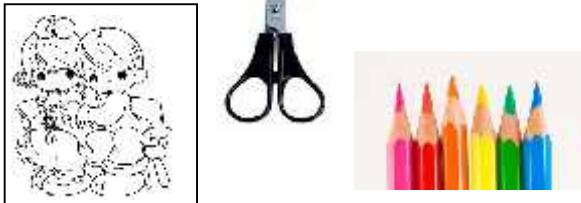

No.	Action verb	Meaning
1.	Make	membuat
2.		
3..		




## Appendix 6

## TASK 4

Make a sentence based on the pictures given.

## How to Make Jigsaw

1.		Materials/prepare/first/the
2.		the/images/colour/next


	<p>the/cut/images/in/pieces</p>
	<p>Scramble/after that/the/pieces</p>
	<p>put/the/together/finally/pieces</p>





*Adapted from: islcollective.com*

### Appendix 7

#### TASK 5

Make an outline based on the series of pictures given. You can discuss with your partner. After that, make a procedure text based on the outline that you have made before.

	<p>.....</p> <p>Materials</p>
---	-------------------------------

	<b>Steps</b> ..... ..... .....
	..... ..... ..... ..... .....
	..... ..... ..... ..... ..... .....
	..... ..... ..... ..... .....

## Appendices

### Appendix 1



**Picture 1.** A glass of mango juice

Questions related to the text.

1. What do you think about the picture ?
2. Have you ever made it before ?
3. How do you make it ?

### Appendix 2

#### How to make a mango juice

Ingredients:

- A piece of mango
- A glass of water
- A glass of ice pack
- A spoon of sugar

Steps:

1. First, peel the mango and clean it.
2. Next, cut the mango into pieces and put them into the juicer.
3. Then, put the water, ice and sugar.
4. After that turn on the juice and wait about 15 seconds.
5. Finally, pour the mango juice into the glass and ready to drink.



### Appendix 3

- Procedure text is a piece of text that gives us instructions for doing something through sequence of actions or steps.
- Purpose : to describe how something is done through a sequence of the orders or steps. Procedure help us to make something. It can be a set of instructions or directions. The sequence of order is marked by the words : First, Then, After that, Next, Finally. Sometimes use number : First, Second, Third, etc.
- Some examples of procedure text :
  - Recipe
  - Manual instructions
  - Direction
- The Generic Structure of Procedure Text :
  - Goal :
  - Ingredients/materials and equipments needed
  - Steps



- The Language Feature
  - Use simple present tense, often imperative and command.
  - Use actions verb
  - Use noun or noun phrases
  - Use temporal conjunctions : first, next, then, or even numbering.
- The sentence pattern of *imperative* :
 

Affirmative : V1 + O

Negative : Do + Not + V1

For example :

1. *Add* some sugar.
2. *Slice* the garlic.
3. *Boil* the water.
4. *Mix* flour and sugar.
5. Don't *close* the door.
6. Don't *enter* the room.
7. Don't *boil* the water.

#### Appendix 4

##### TASK 1

Answer the following questions based on the text.

1. Identify the use of measurement in mango juice recipe. What are they?
2. Identify the action verbs used in mango juice recipe. What are they?
3. Identify the sentence connectors used in mango juice recipe. What are they?
4. Do you need a mixer to make mango juice?
5. What you should do after you peel the mango?

## Appendix 5

## TASK 2

Match the following sentences use the appropriate containers in the box.

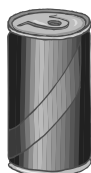
1.



\_\_\_\_\_ chocolate

a bottle of

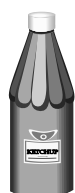
2.



\_\_\_\_\_ coke

a slice of

3.



\_\_\_\_\_ ketchup

a bar of

4.



\_\_\_\_\_ orange juice

a loaf of

5.



\_\_\_\_\_ milk

a glass of

6.



\_\_\_\_\_ pizza

a cup of

7.



\_\_\_\_\_ coffee

a carton of

8.



\_\_\_\_\_ bread

a can of

9.



\_\_\_\_\_ soup

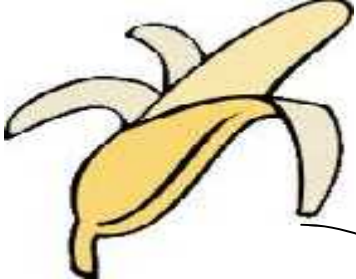




a bowl of




## Appendix 6

## TASK 3

Study the picture carefully. In groups, Find the verbs based on the pictures. Then, match the verbs with the provided words to make instructions for making Banana Milkshake.

## Banana Milkshake

 <p>(.....)</p>	<p>orange juice into the banana. a banana.</p>
 <p>(.....)</p>	<p>a banana.</p>
 <p>(.....)</p>	<p>an orange in half.</p>
 <p>(.....)</p>	<p>the banana into small pieces.</p>
 <p>(.....)</p>	<p>a big spoon of vanilla ice cream.</p>

 <p>(.....)</p>	<p>all the ingredients.</p>
 <p>(.....)</p>	<p>the bananas into a big bowl.</p>
 <p>(.....)</p>	<p>100 ml of milk.</p>

## Appendix 7

### TASK 4

Revise the procedure text below using effective capital letters, commas and period.

### strawberry milkshake

#### ingredients

- five strawberries
- a scoop of strawberry ice cream
- a glass of milk
- a teaspoon sugar

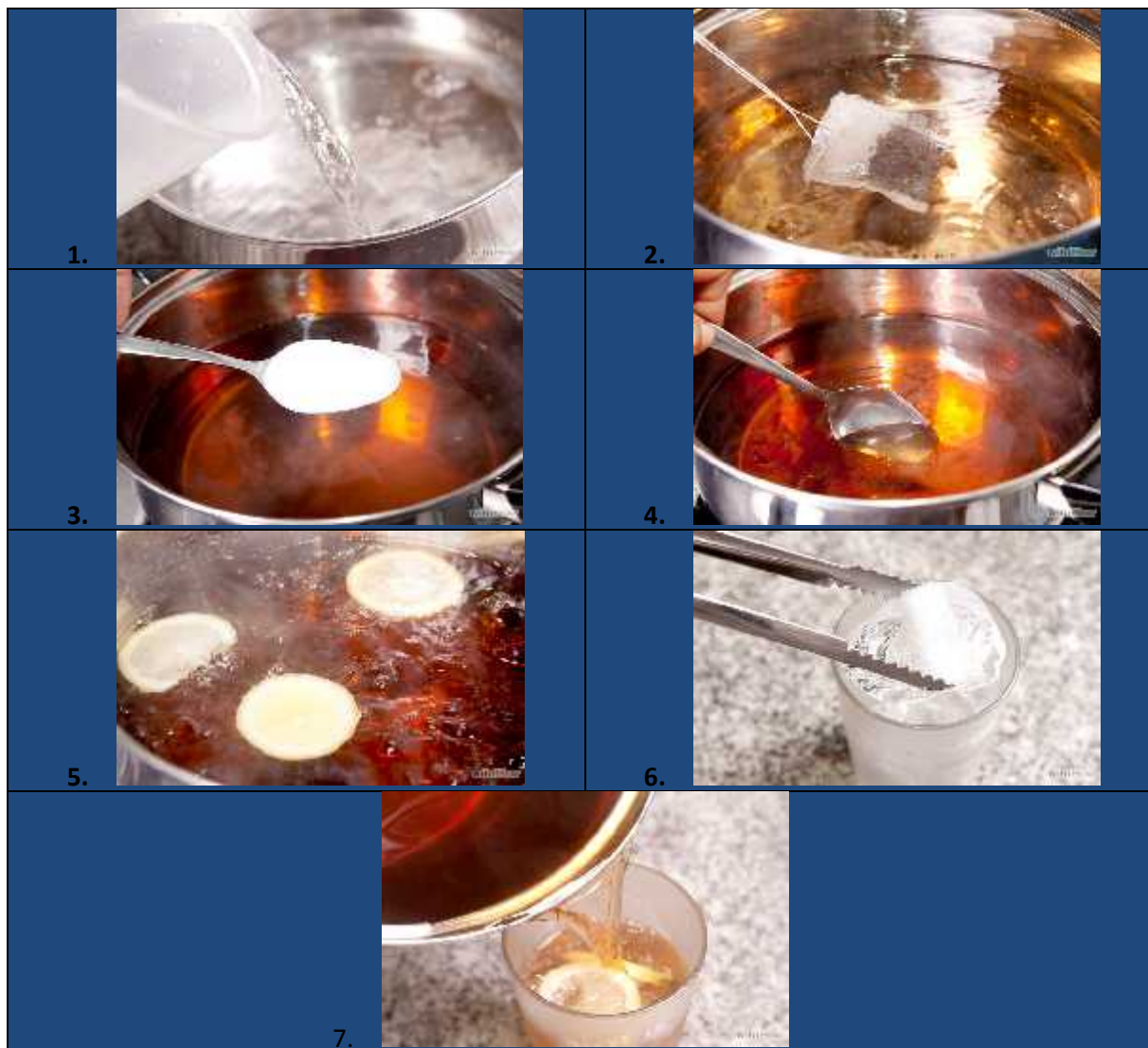
#### how to make it

- first blend the strawberries, ice cream and sugar
- next blend again until smoothly and creamy
- after that add milk to your taste
- finally serve it using a glass

## Appendix 8

## TASK 5

Make a procedure text based on the picture series given.



## Appendices

### Appendix 1



**Picture 1.** Fried Cassava

Questions related to the text.

1. Can you cook ?
2. What is your favorite food?
3. Do you like that food ?
4. Have you ever cooked it in your home ?
5. Have you ever tasted it ?

### Appendix 2

#### Fried Cassava

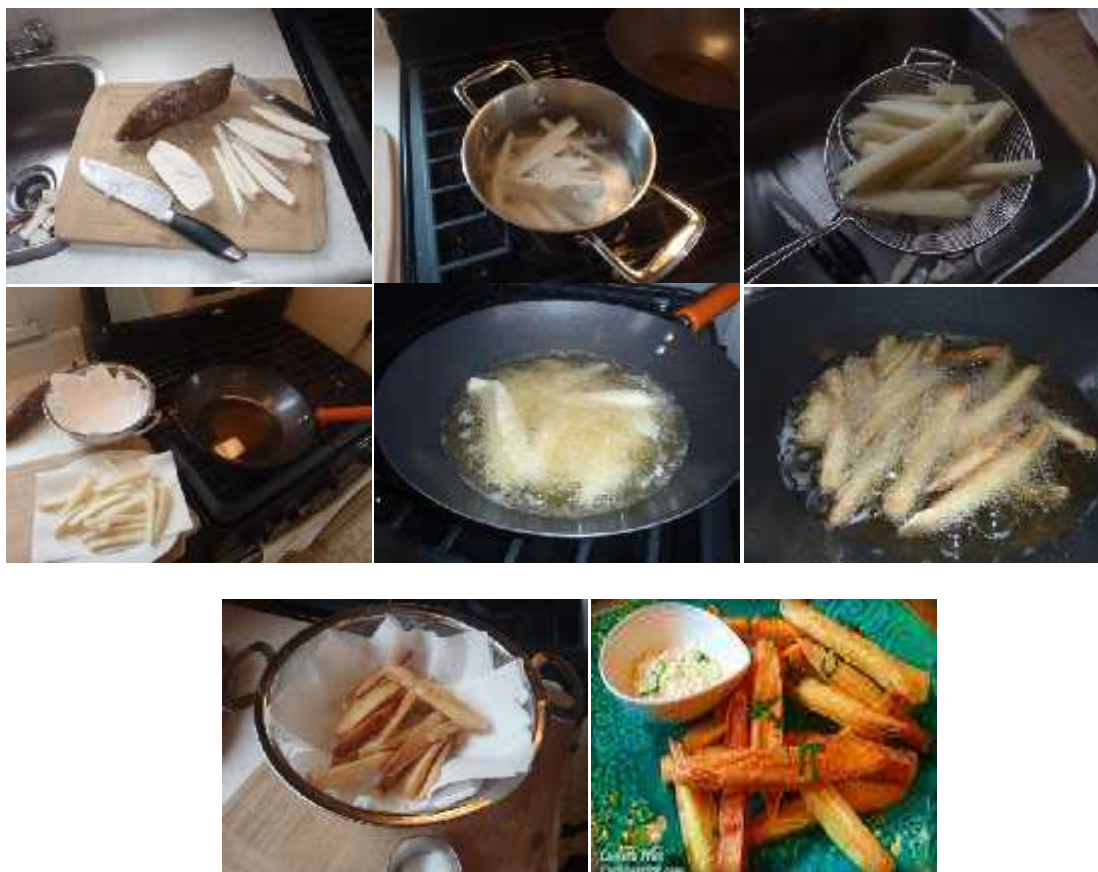
If you want to Fried Cassava, you need these things :

Materials and Ingredients:

- Medium Cassava
- Cooking Oil
- A frying Pan
- A steam Pan
- A knife
- Spoon
- Plate

First, peel the cassava, cut it into some pieces. Next, wash and steam it about 15-25 minutes. After that, remove cassava from the pan and heat the oil in frying pan with medium heat, fry until golden yellow. Then, drain the fried cassava. Finally, yummy Tela-Tela Cassava are ready to serve.





### Appendix 3

#### TASK 1

Answer the following questions based on the text.

1. What are ingredients needed to make fried Cassava?
2. What are equipments needed to make fried Cassava?
3. Are there any conjunctions used in the text ? Mention them!

### Appendix 4

- Procedure text is a piece of text that gives us instructions for doing something through sequence of actions or steps.
- Purpose : to describe how something is done through a sequence of the orders or steps. Procedure help us to make something. It can be a set of instructions or directions. The sequence words such as : first, then, after that, next, finally. Sometimes use number : First, Second, Third, etc.
- Some examples of procedure text :
  - Recipe
  - Manual instructions
  - Direction

- The Generic Structure of Procedure Text :
  - Goal :
  - Ingredients/materials and equipments needed
  - Steps
- The Language Features
  - Use simple present tense, often imperative and command.
  - Use actions verb ( slice, cut, pour, fry, bake, grill, serve, chop, etc)
  - Use sequence words : first, next, then, finally or even numbering.
- The sentence pattern of *imperative* :
 

Affirmative : V1 + O

Negative : Do + Not + V1

For example :

1. *Add* some sugar.
2. *Slice* the garlic.
3. *Boil* the water.
4. *Mix* flour and sugar.

## Appendix 5

### TASK 2

Complete the sentence with appropriate words in the box.

1. \_\_\_ the carrot.
2. \_\_\_ the water.
3. \_\_\_ the milk.
4. \_\_\_ the onion.
5. \_\_\_ the eggs.
6. Melt the \_\_\_\_.
7. Switch on the \_\_\_\_.
8. Stir the tea with a \_\_\_\_.
9. Cook the steak in a \_\_\_\_.
10. Cut the broccoli with a \_\_\_\_.










boil	frying pan	butter	teaspoon	pour
peel	knife	slice	kettle	crack

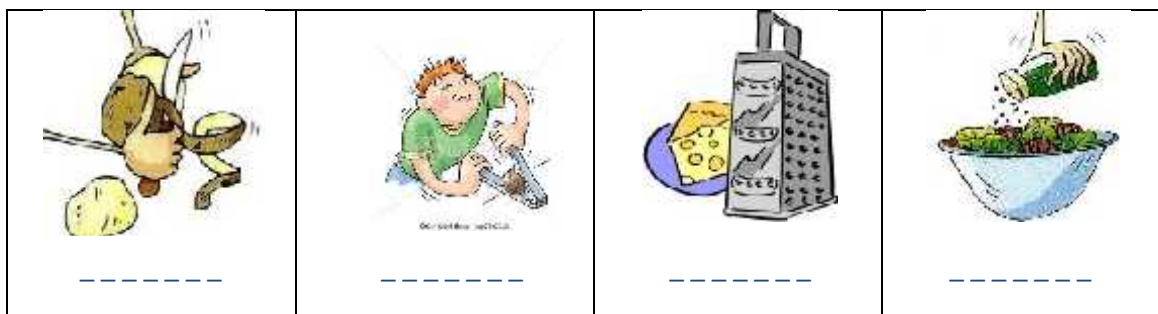


## Appendix 6

## TASK 3

Work in group of four. Do the fun crossword below to get the action verbs based on the pictures. Then, put a line in the words you find in the crossword table.

																																																																																																																		
 -----	 -----	 -----	 -----																																																																																																															
<table border="1"> <tr><td>G</td><td>E</td><td>T</td><td>A</td><td>R</td><td>C</td><td>U</td><td>T</td><td>K</td><td>A</td><td>R</td></tr> <tr><td>R</td><td>C</td><td>D</td><td>R</td><td>I</td><td>T</td><td>S</td><td>U</td><td>S</td><td>P</td><td>O</td></tr> <tr><td>I</td><td>I</td><td>C</td><td>A</td><td>F</td><td>C</td><td>H</td><td>L</td><td>P</td><td>E</td><td>A</td></tr> <tr><td>N</td><td>L</td><td>R</td><td>K</td><td>A</td><td>B</td><td>A</td><td>L</td><td>I</td><td>E</td><td>P</td></tr> <tr><td>D</td><td>S</td><td>A</td><td>R</td><td>I</td><td>N</td><td>K</td><td>A</td><td>E</td><td>C</td><td>E</td></tr> <tr><td>R</td><td>B</td><td>C</td><td>A</td><td>T</td><td>L</td><td>K</td><td>O</td><td>E</td><td>K</td><td>E</td></tr> <tr><td>A</td><td>I</td><td>K</td><td>P</td><td>E</td><td>O</td><td>L</td><td>R</td><td>D</td><td>R</td><td>L</td></tr> <tr><td>I</td><td>I</td><td>A</td><td>K</td><td>R</td><td>S</td><td>A</td><td>O</td><td>R</td><td>I</td><td>E</td></tr> <tr><td>N</td><td>K</td><td>L</td><td>S</td><td>E</td><td>C</td><td>R</td><td>R</td><td>I</td><td>T</td><td>S</td></tr> <tr><td>S</td><td>Q</td><td>U</td><td>E</td><td>E</td><td>Z</td><td>E</td><td>A</td><td>T</td><td>W</td><td>E</td></tr> </table>				G	E	T	A	R	C	U	T	K	A	R	R	C	D	R	I	T	S	U	S	P	O	I	I	C	A	F	C	H	L	P	E	A	N	L	R	K	A	B	A	L	I	E	P	D	S	A	R	I	N	K	A	E	C	E	R	B	C	A	T	L	K	O	E	K	E	A	I	K	P	E	O	L	R	D	R	L	I	I	A	K	R	S	A	O	R	I	E	N	K	L	S	E	C	R	R	I	T	S	S	Q	U	E	E	Z	E	A	T	W	E	 -----
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## Appendix 7

### TASK 4

Arrange the jumbled words into good order sentences. Don't forget to use capital letter, comma and fullstop effectively.

### How to Make Pancake

	<p>(1) a bowl / take / first</p> <p>.....</p>
	<p>(2) into the bowl / put / next / 250 grams of flour</p> <p>.....</p>
	<p>(3) into the bowl / break / then / 4 eggs</p> <p>.....</p>
	<p>(4) into the bowl / add / and / ½ litre of milk</p> <p>.....</p>

	<p>(5) a pinch of salt / add / and</p> <p>.....</p>
	<p>(6) with / mix / next / a whisk</p> <p>.....</p>
	<p>(7) some butter / use / for cooking</p> <p>.....</p>
	<p>(8) the pancakes / cook / in a fry pan / golden / until</p> <p>.....</p>
	<p>(9) serve / finally / the pancake</p> <p>.....</p>

## Appendix 8

## TAKS 5

Make an outline based on the series of pictures given. You can gather many information by discussing with your friend. Then, make a procedure text based on the outline that you have made before.

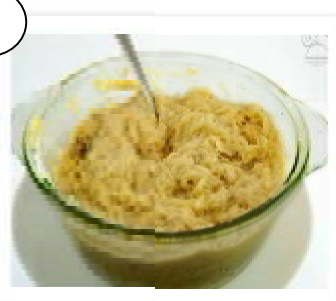
1.

*(paprere)*

2.

*(xim)*

3.

*(tris)*

4.

*(ryf)*

5.

*(wita)*

6.

*(verse)*

*POST TEST*

*Name*

:

*St. Number*

:

*Goal*

*Ingredients*

*Steps*

---

**APPENDIX F**  
**Observation Checklist Forms**

---

**OBSERVATION SHEET**

No : Observation Sheet 1

Cycle : 1

Meeting : 1

Object : Researcher

Day/date : Wednesday, May 8<sup>th</sup>, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. The reasearcher calls the roll	√		
	7. The researcher explains the goal of the teaching and learning	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher introduces a model of procedure text	√		
	3. The teacher asks the students to read the materials	√		
	4. The students read the materials	√		
	5. The researcher introduces its picture series	√		
	6. The researcher give chance to the students for asking questions.	√		
	7. The students asks the researcher		√	
	8. The students with the researcher's guidance identify the generic structures of the procedure text	√		
	9. The students with the researcher's guidance identify the language features of the procedure text	√		
	10. The researcher asks the students' understanding	√		
	11. The researcher asks the students to move in groups.			
	12. The researcher gives some writing tasks to the students.	√		
	13. The students cooperate well in groups			
	14. The researcher checks the students' work	√		
	15. The researcher write a text based on the picture series given.	√		
	16. The researcher guides the students in the process of composing text	√		
	17. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher summarizes and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher gives reward and motivates the students to participate more in the next meetings.		√	
	5. The researcher ends the class by praying		√	
D.	Class Situation			
	1. The students seem enthusiastic	√		
	2. The students involvement	√		
	3. The use of media	√		
	4. The researcher instructions	√		

**OBSERVATION SHEET**

No : Observation Sheet 2

Cycle : 1

Meeting : 2

Object : Researcher

Day/date : Saturday, May 11<sup>th</sup>, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. The researcher explains the goal of the teaching and learning	√		
	7. The researcher calls the roll	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher introduces a model of procedure text	√		
	3. The teacher asks the students to read the materials	√		
	4. The students read the materials	√		
	5. The researcher introduces its picture series	√		
	6. The researcher give chances to the students for asking questions.	√		
	7. The students asks the researcher		√	
	8. The students with the researcher's guidance identify the generic structures of the procedure text	√		
	9. The students with the researcher's guidance identify the language features of the procedure text	√		
	10. The researcher asks the students' understanding	√		
	11. The researcher asks the students to move in groups.			
	12. The researcher gives some writing tasks to the students.	√		
	13. The students cooperate well in groups	√		
	14. The researcher checks the students' work	√		
	15. The researcher write a text based on the picture series given.	√		
	16. The researcher guides the students in the process of composing text	√		
	17. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher summarizes and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials		√	
	4. The researcher gives reward and motivates the students to participate more in the next meetings.		√	
	5. The researcher ends the class by praying	√		
D.	Class Situation			
	1. The students seem enthusiastic	√		
	2. The students involvement	√		
	3. The use of media	√		
	4. The researcher instructions	√		



**OBSERVATION SHEET**

No : Observation Sheet 3

Cycle : 2

Meeting : 3

Object : Researcher

Day/date : Monday, May 13<sup>th</sup>, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. The researcher explains the goal of the teaching and learning		√	
	7. The researcher calls the roll	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher introduces a model of procedure text	√		
	3. The teacher asks the students to read the materials	√		
	4. The students read the materials	√		
	5. The researcher introduces its picture series	√		
	6. The researcher give chance to the students for asking questions.	√		
	7. The students asks the researcher		√	
	8. The students with the researcher's guidance identify the generic structures of the procedure text	√		
	9. The students with the researcher's guidance identify the language features of the procedure text	√		
	10. The researcher asks the students' understanding	√		
	11. The researcher asks the students to move in groups.	√		
	12. The researcher gives some writing tasks to the students.	√		
	13. The students cooperate well in groups	√		
	14. The researcher checks the students' work	√		
	15. The researcher write a text based on the picture series given.	√		
	16. The researcher guides the students in the process of composing text	√		
	17. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher summarizes and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher gives reward and motivates the students to participate more in the next meetings.	√		
	5. The researcher ends the class by praying	√		
D.	Class Situation	√		
	1. The students seem enthusiastic	√		
	2. The students involvement	√		
	3. The use of media	√		
	4. The researcher instructions	√		

**OBSERVATION SHEET**

No : Observation Sheet 4

Cycle : 2

Meeting : 4

Object : Researcher

Day/date : Wednesday, May 15<sup>th</sup>, 2013

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No.	Researcher's activities	Yes	No	Comments
A.	Pre teaching			
	1. The researcher greets the students	√		
	2. The students respond to the greeting	√		
	3. The researcher asks the students' condition	√		
	4. The students tell their condition to the teacher	√		
	5. The researcher asks one of the students to lead the prayer	√		
	6. The researcher explains the goal of the teaching and learning	√		
	7. The researcher calls the roll	√		
B.	Whilst- teaching			
	1. The students are ready to learn the materials	√		
	2. The researcher introduces a model of procedure text	√		
	3. The teacher asks the students to read the materials	√		
	4. The students read the materials	√		
	5. The researcher introduces its picture series	√		
	6. The researcher give chance to the students for asking questions.	√		
	7. The students asks the researcher		√	
	8. The students with the researcher's guidance identify the generic structures of the procedure text	√		
	9. The students with the researcher's guidance identify the language features of the procedure text	√		
	10. The researcher asks the students' understanding	√		
	11. The researcher asks the students to move in groups.	√		
	12. The researcher gives some writing tasks to the students.	√		
	13. The students cooperate well in groups	√		
	14. The researcher checks the students' work	√		
	15. The researcher write a text based on the picture series given.	√		
	16. The researcher guides the students in the process of composing text	√		
	17. The students use dictionary to help them in finding vocabulary	√		
C.	Post-teaching			
	1. The researcher summarizes and reflects the lesson	√		
	2. The students reflect their learning	√		
	3. The researcher previews on the upcoming materials	√		
	4. The researcher gives reward and motivates the students to participate more in the next meetings.	√		
	5. The researcher ends the class by praying	√		
D.	Class Situation			
	1. The students seem enthusiastic	√		
	2. The students involvement	√		
	3. The use of media	√		
	4. The researcher instructions	√		

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**APPENDIX G**  
**Students' writing**

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Name: Indah Nurin Hidayat  
Class/Number: VII





	<p>How to make noodles</p> <p>Ingredients :</p> <ol style="list-style-type: none"> <li>1). instant noodles</li> <li>2). water</li> </ol>
	<p>Utensils :</p> <ol style="list-style-type: none"> <li>1). A pan</li> <li>2). bowl</li> <li>3). spoon</li> </ol>
	<p>First, boil the water</p> <p>next, <del>at</del> the noodle into <del>in to</del> the pan.</p>
	<p>After that <del>add</del> at the <del>oil</del> oil, seasoning in a bowl.</p> <p>Then, pour the noodle in bowl.</p> <p>finally, serve the noodle.</p>

Figure 2: The Text Written in Cycle 1







Name: Indah Purini Tias		Class/Number: VII/11	
		<u>Bergedel</u>	
(paprere)		Ingredients :	
		- Eggs	
		- Potatoer	
		- Flour	
		- Salt	
		- Oil	
		Utensils :	
(xim)		- Bowl	
		- Frying Pan	
		- Spoon	
		Steps :	
(tris)		- First, mix all the ingredients in bowl	
		- Second, stir the <del>mix</del> dough	
		- Next, heat <del>the</del> oil and fry the bergedel in the frying pan.	
		- Then, cook it until brown	
(ryf)		- Finally, serve the bergedel in the plate.	
			
(kooc)			
			
(verse)			

Figure 3: The Text Written in Cycle II

Name : /11/2016 Nurin Tyas  
No. : 11

Write a procedure text about any recipe that you have ever made before.

How to ... ?  
**material ?**

- First **step**, take a teaspoonfull of sugar there  
pour it into the cup.
- second, pour hot water to the cup
- after that, put a teabag in to the cup
- next, stir it with **teaspoon**.
- move the teabag

W

Figure 4: The Text Written in Pre-Test

Name: Indok N  
 St. Number: 11

Goal	How to make scramble egg
Ingredients	<div style="text-align: center; margin-bottom: 10px;">Utensils</div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           - Eggs            - Oil            - Salt            - Pepper         </div> <div style="width: 45%;">           - bowl            - frying pan            - plate         </div> </div>
Steps	<ul style="list-style-type: none"> <li>- First, break the eggs</li> <li>- Then, stir the eggs, salt, and pepper in bowl</li> <li>- Next, <u>heat</u> the oil</li> <li>- After that, <u>put</u> the eggs into the pan and <u>cook</u> the eggs until brown</li> <li>- Finally, the scramble egg is ready to serve</li> </ul>

Up

Figure 5: The Text Written in Post-Test

Name: INDRA PURNAMA  
 Class/Number: 31

Make a procedure text based on the series of pictures below.






	<p><u>Plant a Seed</u></p> <p><del>Ingredients</del> <u>Materials</u></p>
	<ul style="list-style-type: none"> <li>- Seed</li> <li>- Soil</li> <li>- <u>one pot</u></li> <li>- <u>water</u></li> <li>- <u>scope</u></li> </ul>
	<p>Steps:</p> <p>first, add the soil in the pot</p> <p>second, add seed in the soil</p>
	<p>next, add water</p> <p>finally, <u>bring the pot out</u></p>
	

Figure 6: The Text Written in Cycle I









Name: <u>Triyuskel Purwiyanti</u> Class/Number: <u>VII / 31</u>	
 <p>(paprere)</p>	<p>Bergedel</p> <p>Ingredients :</p> <ul style="list-style-type: none"> <li>- 2 eggs</li> <li>- 3 <u>potatoes</u></li> <li>- Salt , oil .</li> </ul> <p>Utensils :</p> <ul style="list-style-type: none"> <li>- <u>Bowl</u></li> <li>- <u>frying pan</u></li> <li>- <u>Spatulla</u></li> </ul> <p>Steps:</p> <p>+ First , mix the ingredients in <u>a</u> bowl.</p> <p>Second , stir the ingredients <u>!</u></p> <p>After that , heat the oil and fry the bergedel.</p> <p>Then , cook it well.</p> <p>Finally , serve <u>in</u> plate.</p>
 <p>(xlm)</p>	
 <p>(tris)</p>	
 <p>(ryf)</p>	
 <p>(kooc)</p>	
 <p>(verse)</p>	

Figure 7: The Text Written in Cycle II

Name : Tika Perumti  
 No. : 21

Write a procedure text about any recipe that you have ever made before.

How make cup ~~less~~ energen

- first energen
- spoon sugar
- Glass
- Water

firstly, energen put in glass.  
 after that, add water to the cup glas.  
 next, add sugar into the glass.  
 stir it ~~with~~ with spoon.  
 and drink it.

Figure 8: The Text Written in Pre-Test

Name: Dipen Rawangori  
St. Number: 31

Goal: How to make scramble egg

Materials:

- Egg
- Oil
- Salt
- Pepper
- Bowl
- Frying Pan
- Plate
- Spatula

Steps:

- Firstly, break to egg into bowl.
- After that, stir the egg.
- Next, heat the oil into the pan.
- Then, put the egg in the pan.
- Stir the egg with spatula.
- Finally, the scramble egg is ready to serve.

16

Figure 9: The Text Written in Post-Test

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**APPENDIX H**  
**Attendance List**

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ATTENDANCELIST								
SMPN3MERIOMUDANMACHANG								
TAHUNAJARAN2013/2014								
KELAS : VIC								
NO	SINUMBER	NAME	DATE					
			22/04/2013	24/04/2013	27/04/2013	29/04/2013	01/05/2013	04/05/2013
1	3820	ADIMUHAMMADPRASEYO	√	√	√	√	√	√
2	3821	AFTAFIANUCROHO	√	√	√	√	√	√
3	3822	AHMADFIKIAFANDI	√	√	√	√	√	√
4	3823	AJIHRESIUPAMUJI	√	√	√	√	√	√
5	3824	AMARMULLANASIDIQ	√	√	√	√	√	√
6	3825	DAFFAARMANDOPRATAMA	√	√	√	√	√	√
7	3826	DESIWULANDARI	√	√	√	√	√	√
8	3827	FAJARSYAHRULHUDA	√	√	√	√	√	√
9	3828	HASTIYANA	√	√	√	√	√	√
10	3829	INDAHNOMTASARI	√	√	√	√	√	√
11	3830	INDAHNURINTYAS	√	√	√	√	√	√
12	3831	INDRIHANDAYANI	√	√	√	√	√	√
13	3832	ISNAENNURHIDAYAH	√	√	√	√	√	√
14	3833	JOKOSUSILO	√	√	√	√	√	√
15	3834	KHISNATUNHANDAYANI	√	√	√	√	√	√
16	3835	KHOIRULIKSAN	√	√	√	√	√	√
17	3836	KURNAWANTRISNANIO	√	√	√	√	√	√
18	3837	MFTAKHULMUNIR	√	√	√	√	√	√
19	3838	MUCHAMADASYIAN	√	√	√	√	√	√
20	3839	MUHAMMADASROFI	√	√	√	√	√	√
21	3840	MUHAMMADEAIQ	√	√	√	√	√	√
22	3841	MUJIARASANI	√	√	√	√	√	√
23	3842	NURISNAINI	√	√	√	√	√	√
24	3843	RAHMAARIFAHLUDHANI	√	√	√	√	√	√
25	3844	RAIHANFAHM SYAWALUDIN	√	√	√	√	√	√
26	3845	REINOASIHWILUJENG	√	√	√	√	√	√
27	3846	RIKAARIFATUNAMINTYAS	√	√	√	√	√	√
28	3847	SAFIIM.SAFIRMANSYAH	√	√	√	√	√	√
29	3848	SAFIRAPENI.SULISTYOWATI	√	√	√	√	√	√
30	3849	SITI.SHOIKHAH	√	√	√	√	√	√
31	3850	TRISKAPURWYANII	√	√	√	√	√	√
32	3851	YOGASAPUTRA	√	√	√	√	√	√

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**APPENDIX I**  
**Students' score**

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Students' Writing Score  
Meeting I

Student Number	Organization			Content			Vocabulary			Language Use			Mechanics			Total
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
ST 1	2	2	2	2	2	2	2	2	2	3	3	3	1	1	1	10
ST 2	2	2	2	1	1	1	3	3	3	1	1	1	2	2	2	9
ST 3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 4	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9
ST 5	2	2	2	2	2	2	2	2	2	3	3	3	1	1	1	10
ST 6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 7	2	2	2	2	2	2	2	2	2	3	3	3	1	1	1	10
ST 8	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 9	2	2	2	1	1	1	2	2	2	2	2	2	1	1	1	8
ST 10	3	3	3	1	1	1	2	2	2	2	2	2	1	1	1	9
ST 11	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 12	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 13	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
ST 14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 15	2	2	2	3	3	3	2	2	2	1	1	1	2	2	2	10
ST 16	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 17	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	9
ST 18	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
ST 19	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 20	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	12
ST 21	2	2	2	1	1	1	2	2	2	3	3	3	2	2	2	10
ST 22	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
ST 23	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
ST 24	3	3	3	2	2	2	2	2	2	2	2	2	1	1	1	10
ST 25	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
ST 26	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2	12
ST 27	2	2	2	2	2	2	2	2	2	1	1	2	2	2	2	10
ST 28	2	2	2	1	1	1	2	2	2	2	2	2	1	1	1	8
ST 29	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 30	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	11
ST 31	2	2	2	2	2	2	1	1	1	2	2	2	1	1	1	8
ST 32	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
TOTAL			73			62			68			65			55	323
MEAN			2,28			1,94			2,13			2,03			1,72	10,094

Students' Writing Score  
Meeting II

Student Number	Organization			Content			Vocabulary			Language Use			Mechanics			Total
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
ST 1	3	3	3	2	2	2	2	2	2	2	2	2	2	1	1	10
ST 2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 3	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
ST 4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	9
ST 5	2	2	2	3	3	3	2	2	2	3	3	3	2	2	2	12
ST 6	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	9
ST 7	2	2	2	2	2	2	3	3	3	2	2	2	1	1	1	10
ST 8	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	11
ST 9	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 10	3	3	3	3	3	3	2	2	2	3	3	3	2	2	1	12
ST 11	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
ST 12	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 13	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 14	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 15	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	11
ST 16	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
ST 17	3	3	3	2	2	2	2	2	2	3	3	3	2	2	2	12
ST 18	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 19	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	11
ST 20	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
ST 21	3	3	3	2	2	2	2	2	2	3	3	3	2	2	2	12
ST 22	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 23	3	3	3	2	2	2	2	2	2	3	3	3	1	1	1	11
ST 24	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	11
ST 25	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	11
ST 26	3	3	3	1	1	1	2	2	2	2	2	2	2	2	2	10
ST 27	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2	12
ST 28	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9
ST 29	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	12
ST 30	2	2	2	1	1	1	2	2	2	3	3	3	2	2	2	10
ST 31	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	9
ST 32	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
TOTAL			77			67			72			74			58	348
MEAN			2,41			2,09			2,25			2,31			1,81	10,875



Students' Writing Score  
Meeting III

Student Number	Organization			Content			Vocabulary			Language Use			Mechanics			Total
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
ST 1	3	3	3	3	3	3	2	2	2	2	2	2	2	1	1	11
ST 2	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
ST 3	3	3	3	4	4	4	3	3	3	3	3	3	2	2	2	15
ST 4	2	2	2	3	3	3	2	2	2	2	2	2	2	2	1	10
ST 5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	14
ST 6	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
ST 7	3	3	3	2	2	2	3	3	3	2	2	2	1	1	1	11
ST 8	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
ST 9	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
ST 10	3	3	3	3	3	3	2	2	2	3	3	3	2	2	1	12
ST 11	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
ST 12	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	11
ST 13	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	11
ST 14	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
ST 15	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
ST 16	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
ST 17	3	3	3	3	3	3	2	2	2	3	3	3	2	2	2	13
ST 18	3	3	3	4	4	4	2	2	2	2	2	2	2	2	2	13
ST 19	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	12
ST 20	4	4	4	2	2	2	3	3	3	3	3	3	2	2	2	14
ST 21	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2	12
ST 22	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
ST 23	3	3	3	3	2	2	3	3	3	3	3	3	1	1	1	12
ST 24	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	12
ST 25	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
ST 26	4	4	4	3	3	3	2	2	2	2	2	2	2	2	2	13
ST 27	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	13
ST 28	3	3	3	3	2	2	3	3	3	2	2	2	1	1	1	11
ST 29	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	12
ST 30	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	14
ST 31	2	2	2	3	3	3	3	3	3	2	2	2	2	2	1	11
ST 32	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
TOTAL			90			88			83			74			58	393
MEAN			2,81			2,75			2,59			2,31			1,81	12,281

Students' Writing Score  
Meeting IV

Student Number	Organization			Content			Vocabulary			Language Use			Mechanics			Total
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
ST 1	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
ST 2	2	2	2	3	3	3	3	3	3	3	3	3	2	2	2	13
ST 3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	16
ST 4	3	3	3	3	3	3	2	2	2	3	3	3	2	2	2	13
ST 5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
ST 6	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	13
ST 7	3	3	3	3	3	3	2	2	2	4	4	4	3	3	3	15
ST 8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
ST 9	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16
ST 10	4	4	4	2	2	2	3	3	3	4	4	4	3	3	3	16
ST 11	4	4	4	3	3	3	4	4	4	3	3	3	3	3	3	17
ST 12	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	16
ST 13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
ST 14	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16
ST 15	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	14
ST 16	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	14
ST 17	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	16
ST 18	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	14
ST 19	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	13
ST 20	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	16
ST 21	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
ST 22	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
ST 23	3	3	3	2	2	2	4	4	4	3	3	3	3	3	3	15
ST 24	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
ST 25	3	3	3	3	3	3	4	4	4	4	4	4	3	3	3	17
ST 26	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	14
ST 27	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16
ST 28	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	16
ST 29	3	3	3	3	3	3	4	4	4	2	2	2	3	3	3	15
ST 30	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
ST 31	2	2	2	2	2	2	3	3	3	2	2	2	3	3	3	12
ST 32	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	12
TOTAL			98			92			95			95			96	476
MEAN			3,1			2,88			2,97			2,97			3,00	14,875

Students' Writing Score  
Pre-test

Student Number	Organization			Content			Vocabulary			Language Use			Mechanics			Total
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
ST 1	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9
ST 2	2	2	2	2	2	2	2	2	2	3	3	3	2	2	2	11
ST 3	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9
ST 4	1	1	1	2	2	2	2	2	2	1	1	1	2	2	2	8
ST 5	2	2	2	2	2	2	1	1	1	3	3	3	2	2	2	10
ST 6	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	9
ST 7	2	2	2	2	2	2	1	1	1	2	2	2	1	1	1	8
ST 8	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 9	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 10	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9
ST 11	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 12	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	11
ST 13	3	3	3	1	1	1	2	2	2	1	1	1	2	2	2	9
ST 14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 15	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
ST 16	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
ST 17	3	3	3	2	2	2	2	2	2	2	2	2	1	1	1	10
ST 18	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 19	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	9
ST 20	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	11
ST 21	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
ST 23	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	9
ST 24	3	3	3	3	3	3	3	3	3	2	2	2	1	1	1	12
ST 25	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 26	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 27	3	3	3	1	1	1	1	1	1	2	2	2	2	2	2	9
ST 28	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9
ST 29	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8
ST 30	2	2	2	1	1	1	2	2	2	2	2	2	2	2	2	9
ST 31	2	2	2	1	1	1	1	1	1	2	2	2	1	1	1	7
ST 32	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	8
TOTAL			67			51			62			56			56	292
MEAN			2,1			1,59			1,94			1,75			1,75	9,13

Students' Writing Score  
Post- test

Student Number	Organization			Content			Vocabulary			Language Use			Mechanics			Total
	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
ST 1	4	4	4	3	3	3	3	3	3	3	3	3	2	2	2	15
ST 2	3	3	3	3	3	3	3	3	3	4	4	4	2	2	2	15
ST 3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	14
ST 4	2	2	2	3	3	3	2	2	2	3	3	3	2	2	2	12
ST 5	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	14
ST 6	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	12
ST 7	3	3	3	3	3	3	2	2	2	3	3	3	2	2	2	13
ST 8	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
ST 9	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	14
ST 10	4	4	4	2	2	2	2	2	2	3	3	3	3	3	3	14
ST 11	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	16
ST 12	3	3	3	2	2	2	3	3	3	3	3	3	4	4	4	15
ST 13	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
ST 14	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	13
ST 15	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14
ST 16	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13
ST 17	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	16
ST 18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
ST 19	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14
ST 20	3	3	3	3	3	3	2	2	2	4	4	4	4	4	4	16
ST 21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
ST 22	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	14
ST 23	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	16
ST 24	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	14
ST 25	3	3	3	2	2	2	3	3	3	2	2	2	3	3	3	13
ST 26	3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	13
ST 27	4	4	4	3	3	3	2	2	2	3	3	3	2	2	2	14
ST 28	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3	13
ST 29	4	4	4	3	3	3	2	2	2	3	3	3	2	2	2	14
ST 30	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
ST 31	3	3	3	2	2	2	2	2	2	3	3	3	2	2	2	12
ST 32	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	14
TOTAL			99			89			84			90			89	451
MEAN			3,1			2,78			2,63			2,81			2,78	14,09

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## **APPENDIX J**

### **Photographs**

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## PHOTOGRAPH



The teacher was explaining the materials



The teacher were asking one of the students to read the text.



The students were doing the group task collaboratively.

## PHOTOGRAPH



The students were paying attention to the teachers' explanation.



The teacher were guiding the students to do the task.



The students were enthusiastic to answer teacher's questions.

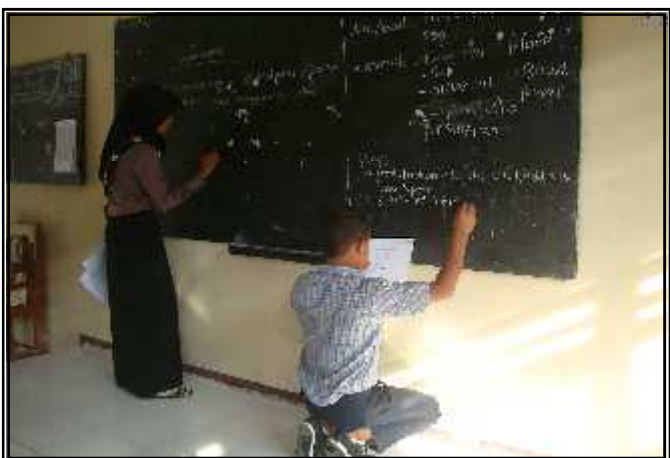
## PHOTOGRAPH



The teacher were monitoring the students while they were doing the task.



The students were seriously to do the individual task.



The students were voluntary theirselves to write the sentence.



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## **APPENDIX K**

### **Permit Letters**

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PEMERINTAH KABUPATEN MAGELANG  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
**SMP NEGERI 3 MERTOYUDAN**

Alamat : Jl. Letnan Tukiyat Km 04 Citran, Donorojo, Mertoyudan Telp (0293) 788551

Nomor : 800/ 152 /20.24.SMP/2013

Mertoyudan, 18 Mei 2013

Lamp :

Hal : Izin Penelitian

Kepada

Yth. Kasubag Pendidikan FBS

Universitas Negeri Yogyakarta

Di

Yogyakarta

Membalas surat Nomor : 0448 c /UN34.12/DE/V/2013 tanggal 6 Mei 2013 tentang Permohonan Izin Penelitian

Nama : Eka Febriani

NIM : 0720224029

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Waktu Pelaksanaan : April – Juni 2013

Bahwa yang bersangkutan diijinkan untuk melaksanakan Penelitian Dengan Judul *Improving Students Skills in Writing Procedure Text By Using Picture Series At Sevent Grade Students Of SMP Negeri 3 Mertoyudan Kabupaten Magelang In the Academix year 2013/2014* dari April Sampai dengan Juni 2013.

Demikian atas perhatian dan kerjasamanya diucapkan terima kasih.



Kepala Sekolah

Dra. Nanik Istantri Nugrahantini, M.Pd  
Pembina

NIP. 19630515 198803 2 005



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 560042; 548207 Fks. (0274) 548207  
<http://www.fbs.uny.ac.id/>

PROPOSAL  
10 Jan 2013

Nomor : 0448c/LN.34.12/DT/V/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

6 Mei 2013

Kepada Yth.  
Kepala SMP N 3 Mertoyudan  
Di Magelang - Jawa Tengah

Kami beritahu, kan dengan hormat, bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan Penelitian untuk memperoleh data guna memenuhi Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bacaan Skripsi (TAIBS) dengan judul :

***IMPROVING STUDENTS' SKILL IN WRITING PROCEDURE TEXT BY USING PICTURE SERIES AT SEVENTH GRADE STUDENTS OF SMP N 3 MERTOYUDAN IN THE ACADEMIC YEAR 2013/2014***

Mahasiswa dimaksud adalah :

Nama : EKA PRATIYANI  
NIM : 10202204029  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : April – Juni 2013  
Lokasi Penelitian : SMP N 3 Mertoyudan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasannya Bapak/Ibu, kami sampaikan terima kasih.

Dik. dan  
Karangmalang, 6 Mei 2013  
  
Eka Pratiyani, S.P.  
NIM 10202204029 1993122001